



## **Hardy Mill Primary School**

### **Accessibility Plan**

#### **Statement of intent**

At Hardy Mill Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils is monitored and this data is used to raise standards and ensure inclusive teaching. Reasonable adjustments are made to make sure that the school environment is as accessible as possible.

In line with the Equalities Act 2010 the school is committed to:

- Promoting equality of opportunity;
- Eliminating discrimination;
- Eliminating harassment related to disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation of disabled people in all aspects of school life;
- Taking steps to meet the needs of the disabled members of our community.

#### **Involvement and consultation**

The school community is asked to contribute to the formulation and review of the Disability Equality Scheme to determine the priorities for the school with regard to disability equality. This is done via the parents' newsletter system when appropriate.

Current provision

- There is full disabled access to the building.

- There is a fully equipped disabled toilet facility.
- There is disabled access to all parts of the building.
- When planning trips out of school, companies with accessible vehicles are hired if necessary.
- Children's learning is designed to accommodate any disabilities. For example: specialist equipment is deployed to support children with physical difficulties.
- All learning materials purchased reflect a range of disabled characters and address a range of experiences specific to those with a disability.
- The PSHE curriculum teaches children about disability from emotional, physical and personal perspectives.
- When collecting and interpreting data disability is recognised as one of the comparative criteria considered, alongside race and gender. Data on children with Special Educational Needs is collected and analysed separately but children who are disabled are not necessarily within this group.
- When appointing staff and governors all applicants are treated equally regardless of ability, race or gender in line with all other school policies.

### **Monitoring and Review**

The implementation of this policy is monitored by the School Effectiveness Committee on visits into school and through discussion with the Head teacher and other governors. The committee reports formally to the full governing board on the success, or otherwise, of the scheme and on the progress towards any ongoing accessibility action plan, at the Autumn term meeting. This and all other relevant policies are reviewed periodically, as issues arise and are formally reviewed every three years.

### **Action Planning**

If provision for disabled members of our community is found to be insufficient then the School Effectiveness Committee and the Head teacher work together to formulate an Action Plan and this is put into place as part of the School's Development Plan and reviewed at the Autumn term governors meeting.

**Adopted:** March 2015

**Reviewed:** March 2018, March 2021