Accessibility Plan

2025-2028

Section 1: Vision statement

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

According to the Equality Act 2010 a person has a disability if:
(a) He or she has a physical or mental impairment, and
(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. The Plan will form part of the School Development Plan and will be monitored by the head teacher and evaluated by the relevant Governors' committee.

At Hamer Community Primary School we care for our children with love and concern. We challenge our children and teachers to be the best learners and citizens they can be. We have fun as we learn together because our school is the best place to enjoy hard work. We believe this will ensure happiness in childhood and prepare our fine young citizens for successful futures. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and to developing a culture of awareness, tolerance and inclusion.

Hamer Community Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan has been drawn up to cover a three year period. The plan will be updated annually.
The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are pupils without disabilities. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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1. The Action Plan for physical accessibility relates to an Access Audit of the School.
2. As curriculum policies are reviewed, a section relating to Access, Equality and Diversity will be added. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
3. The School website will make reference to this Accessibility Plan.
4. The School's complaints procedure will cover the Accessibility Plan when reviewed.
5. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
6. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
7. The Plan may be monitored by Ofsted as part of their inspection process in relation to Schedule 10 of the Equality Act 2010.
8. External and supporting agencies, such as the Fair Access Team, Rochdale Additional Needs and Occupational Therapy, work in ongoing partnership develop and implement the plan.
9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Objectives (required from April 2012)
- Staff Development Policy
- Health and Safety Policy (including off-site policy)
- Special Educational Needs
- Behaviour Management Policy
- School Development Plan

Approved by: ……

Date: ……

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Section 2: Aims and objectives

Aim 1. Improve and maintain access to the physical environment Individualized and specialist provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.			
Objectives	**Actions to be taken**	**Person responsible**	**Date to complete actions by**
To be aware of the access needs of children, staff, parents, governors and visitors with disabilities.	To create One Page Profiles (known as 'All About Me) and access plan (within Individual Health Care Plans) for children with disabilities to inform staff of needs of individuals and ensure consistency of high quality provision. Be aware of staff, governor, visitors and parent's access needs and meet as appropriate. Consider access needs during recruitment.	SENDCo / Class teacher	All Health Plans updated in Autumn Term by Pastoral Manager. All All About Me/ One Page Profiles updated at least annually by SENDCo and Class teacher
Ensure school staff and school are aware of access issues	Annual reminder to parents and carers through newsletter to inform school of any problems with accessing areas of the school.	SENDCo	
Layout of school to allow access for all pupils to all areas	Consider needs of pupils with disabilities needs for new furniture purchases, decoration etc. Ensure that furniture and equipment does not block routes for pupils in wheelchair. Consult with RANS if appropriate to ensure equipment, strategies, access, and training/ resources are relevant and staff are trained to use them.	Head / governors / site manager	
Ensure all disabled pupils can be safely evacuated	Develop Personal Emergency Evacuation Plans (PEEPs) and ensure all staff are aware of their responsibilities in relation to specific pupils with disabilities	SENDCo / Head	On Going – share reminders with staff at least termly
Ensure hearing and visual environment in classroom is regularly monitored to support hearing and visually impaired pupils.	Support from Rochdale Additional Needs Team as/if required. Use of 'Top Tips' for Hearing and Visually Impaired.	SENDCo	Ongoing
To promote ease of access to the school building thus reducing risk on the car park.	As per the site agreement, families of children with EHCs to be provided with a disabled parking pass which allows access to the disabled bays at Hamer/Springside.	SENDCo/Head	Ongoing

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Aim 2. Increase access to the curriculum for pupils with a disability

We aim to promote excellent teaching and learning and meet every child's needs within mostly mixed ability inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, age relevant after school clubs, leisure and cultural activities and educational visits are open to all children in school. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Objectives	**Actions to be taken**	**Person responsible**	**Date to complete actions by**
Increase confidence of teaching and support staff in meeting needs of all children through differentiating the curriculum.	Monitor Staff Training needs - assign CPD on rolling basis (dyslexia friendly practice, ASD, Graduated approach, CP, Ordinarily available provision). SENDCo to support in class if needed, including with support staff. Rise of complex needs in EYFS to be monitored.	SENDCo	On going
Ensure all staff (teaching and non-teaching) are aware of children with disabilities curriculum access.	Continue One Page Profiles/ All About Me for children with disabilities so that all staff and where appropriate staff from external agencies are aware of how best to meet children's needs and provide them with full access to the curriculum, including use of ICT.	SENDCo and class teachers	On Going
Educational visits to be accessible to all, keeping children's safety and well-being at paramount importance.	Continue to appropriately risk assess each visit. Ensure staff planning visits vets each new venue for appropriateness. PEEPs and Positive Handling plans to be taken into consideration for safety of the child, parents to be consulted for children with complex needs or disabilities.	SENDCo and Head teacher	As required and ongoing
Review curriculum areas and planning to ensure children with disability in school have full access to curriculum	Include specific reference to equality and disability in all curriculum reviews	SENDCo and Head teacher	Ongoing as curriculum areas are reviewed.
Ensure that children with disabilities can take part fully in after school, before school and lunch time clubs	Discussion with after school, before school and lunch time club providers to ensure that all children feel able to participate in out of school activities. Staff to be monitored for this, if children have an EHC Plan or Care Plan further discussions to be had around appropriate support for the child.	SENDCo and sports coordinator	As required

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Aim 3. Improve the access to information Information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.			
Objectives	**Actions to be taken**	**Person responsible**	**Date to complete actions by**
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in simple English. School office will support and help parents to access information and complete school forms.	Office	On-going
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on accessible information, including for statutory testing.	SENDCo	On-going
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, adequate font size, clear print, off white paper and use of different paper colours, sizes, textures and overlays if needed.	SENDCo	As required
Provide information in other languages for parents, pupils or prospective pupils using in house translators where available.	Access to in house translators if required.	SENDCo /SLT	As required
Provision of parental advice support and information from external agencies	Running of SEND parent group and continued invitation of agencies to group where appropriate.	SENDCo	Ongoing for termly meetings – Covid permitting

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Section 3: Access audit

Feature *For example:*	**Description**	**Actions to be taken**	**Person responsible**	**Date to complete actions by**
Corridor access				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				