

2023-26

HURLEY PRIMARY SCHOOL

ACCESSIBILITY PLAN



Hurley Primary School Policy

Accessibility Plan 2023-26

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| Date adopted by Governors: | January 2023 |
| Date for policy review: | January 2026 |
| Person responsible for review: | Headteacher / Chair Governors |

Adopted by the Governing Board:

Signed:



Chair of Governors



Head teacher

Adopted Date: January 2023

Date of Next Review: January 2026

The policy will be reviewed sooner in the event of revised legislation or guidance.

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1. Statement

At Hurley Primary School Every Child Matters.

The Governors, staff and pupils are committed to making the building and resources accessible to all who learn, work and visit our school.

2. Building

- The school consists of three main parts – The Lower School, The Main entrance, and hall and the Upper School.
- The building is on two levels. Each level is accessible from outside. There is a ramp to access the hall and upper school and the lower school is accessible from the playground.
- We have ramps available to facilitate wheelchair access when required.
- Doors are wide enough for wheelchair access
- Fittings such as taps etc. would be adapted if a need is identified eg: pupil moving to new class area.
- Good ICT access is available throughout the school and iPad or chrome books are available for individual pupil needs.

3. Playgrounds and paths

- The playground is flat is accessible from the street on a level surface through the playground gate. The Lower school is accessible from the playground and there is a ramp leading from the playground to the hall entrance and upper school. A portable ramp is available to provide wheelchair access through the main door if required.

4. Outdoor learning areas

The smaller learning lodges are accessible from the ground but the junior lodge and the mobile classroom need to be adapted for wheelchair access.

5. Curriculum

- All pupils are able to access the curriculum through the provision and differentiation made by the teaching team. Some pupils (Physical needs/EHCP) have a dedicated Teaching Assistant to assist with access / movement around class / school. They take the lead in the management of physical needs and are required to inform the Headteacher/ SENDCO of any access difficulties.
- All pupils are able to access the curriculum through differentiation for learning. The provision and standards are monitored by the SENDCO. This includes class work, intervention groups and the work of support staff.
- When a child requires additional help/ support the LA SEN team will be informed as soon as possible and where necessary an EHC plan will be implemented identifying their individual needs.

6. Temporary disability

- From time to time, pupils and staff may have temporary disabilities eg: broken leg etc. Staff will make arrangements, classroom organisation / playtimes to ensure that they are able to access school. Staff will require a doctor's note indicating they are fit to return to work, as they are responsible for the Health and Safety of children which should not be compromised by staff disabilities. The appropriate risk assessment must be completed before the pupil or staff member concerned is on site.

7. Specialist resources

- Basic resources like enlarging print/ Communication in Print visual prompts are available – please see the administrator for support. The SENDCO / Support services will advise on specialist equipment / resources necessary for individual needs. Resources are usually provided by Primary health Care teams or via SEN funding. If building adaptations are required, the local authority will be consulted.

8. Health and Safety

- The Headteacher is available to assist and overview all risk assessments, furniture, access needs. He should be informed of any needs or issues so that appropriate action can be taken and resources, including funding can be accessed. Individual plans should be made for emergency evacuation.
- Pupils who require additional support during evacuation procedures will be provided with a Personal Emergency Evacuation Plan (PEEP)
- Visitors onsite are asked to inform the office if they have any additional needs that will require additional support during evacuation procedures.

9. Visits and Extra Curriculum activities

- On Educational visits, parents will be invited to provide individual support for their child if school resources cannot provide individual care. All extra curriculum activities are available to all pupils with disabilities (Equal Ops).

10. Monitoring and evaluation

The monitoring of accessibility will be monitored by

- Discussion with disabled users
- SEN reviews / monitoring
- Evaluation by support services
- Governor visits and monitoring.

Policy Review Sheet

Please note any comments or suggested amendments on this sheet. You may also choose to complete your comments in confidence on a separate piece of paper. Please add your initial to any comments.

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If you have any queries or require further information please do not hesitate to contact us on **01827 872207** or email head2032@welearn365.com

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