

Halton Lodge Primary School



Accessibility Plan

**Last Reviewed: by the Full Governing Body on 24th November 2021
(FGB – Resources Focus)**

Review Cycle: Every 3 years

**Approval Level: Statutory Policy
(Governing Body, Individual Governor or Headteacher)**

Date of next review: Autumn Term 2024

Accessibility Plan

Introduction:

The SEN and Disability Act 2001, extended the Disability Discrimination Act 1995, (DDA) and was further enhanced and modified by the Equality Act 2010 to cover education. These acts were introduced with the aim of ensuring that all disabled people have an opportunity to participate equally in society. Under the Equality Act, Disability is a specific, 'Protected Characteristic'.

Responsibilities for the school under these acts with respect to disability are largely as follows:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

As well as our pupils and staff, we must make sure that other people who visit or use our facilities, can do so with ease. We want to provide an accessible and comfortable place for everyone who visits, works in, attends or uses Halton Lodge Primary School.

This plan sets out the school's proposals to increase access to education for disabled pupils in three areas and is valid for the period April 2017 – March 2019:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Current Arrangements:

Accessibility Policy

- Halton Lodge Primary School's Accessibility Policy encourages people to discuss with us disability considerations with respect to their child or themselves, so that individual plans can be put in place. This will ensure that they can be given the most effective opportunity and access. However, it remains our policy to have due regard to accessibility for all with respect to any decisions made affecting accessibility and the policies therein.

Physical Access to Buildings and Classrooms.

- The physical access to Halton Lodge Primary School has improved over the past few years.
- The current premises design and layout has full regard for accessibility and includes ramped entrances/exits, wide wheelchair friendly classrooms, passages and doorways. The building also incorporates an accessible toilet and all main classrooms have large French style doors giving full access to the outdoor areas that are at a similar level.
- The playground is also now fully accessible, with no restrictions as this is level with the main school building; with ramps to the school field, car park and bike shed.

Evacuation Procedures

- Our fire and evacuation policy lays down basic procedures for the safe efficient evacuation of the school buildings. These procedures could be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil, parent(s) and visitor(s) – when necessary - and will be set out in the individual plan for the pupil/person (if necessary).
- The current evacuation assembly point is on the main school playground – and wheelchair users (and any key workers who support them) are aware that the secondary escape route is along the main corridor and out through the double doors onto the playground.

Curriculum Access – Teaching and Learning

- At Halton Lodge Primary School our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.
- At Halton Lodge Primary School we will do everything in our power to support pupils with a range of disabilities including, sight and hearing, physical disability as well as learning difficulties of varying degrees. Decisions are to be taken on an individual basis with due regard for a child's needs.
- Our teachers understand that pupils have different ways of learning and adapt their lessons to the different groups within their class.

Informal curriculum

- Children at Halton Lodge Primary School have always been able to participate as fully as possible in the wide range of activities offered beyond the classroom regardless of limitations imposed by any disability.
- At Halton Lodge Primary School arrangements for play, recreation and other aspects of a child's social development are incorporated into the child's individual education plan. The suitability of any event and the need for additional support is discussed fully with the parents in advance.

Access to Written Information

We currently have a varied methodology for communicating with parents, carers and pupils, these include:

- *Repeating the information whilst speaking at parent attended assemblies and parents evenings.*
- *Notes we send home with pupils about specific events and projects.*
- *Newsletters each week.*
- *Information from our website.*
- *Phoning parents when we know that they cannot read the information we send home.*

Action Plans:

Item/Issue	Action to be taken	Date planned for completion	Evaluation and/or impact.
To improve the access for wheelchair users to the two intervention rooms located off the school hall.	Relocate the main climbing frame (and fixed floor points) so that the access to these rooms is not restricted when the hall is in use for gymnastics.	<p>March 2018 (depending on budget). <i>Companies concerned about carrying out this work due to the underfloor heating in the school hall – and the potential for damaging the heating system. Alternatives need to be explored.</i></p> <p>August 2019 – Modifications to the school building to accommodate the SEMH Provision include access from the main corridor to the small corridor, a corridor to the new staffroom and a new doorway access to one of these rooms.</p>	<p>Resolved for KS1 and LKS2 Intervention Rooms due to recent building work 2019/2020 – and the addition of the corridor leading to the new staffroom (and two extra doorways installed). This room has a moveable partition wall to further improve access for wheelchair users.</p> <p>Access to the UKS2 intervention room still remains an issue when the main climbing frame is in use – for the reasons outlined opposite.</p>
To ensure that all of our current pupils can continue to be well supported – and access their education at our school – as they move from one year group to the next.	Install a mobile hoist system – for use when wheelchair users are too heavy to be manually ‘lifted’ in/out of their chair.	<p>Completed April 2018 (with training provided for staff during Summer Term 2018).</p> <p>August 2018 – Access through all double doors into the classrooms (from the main classroom) evaluated and small permanent ramps installed, as required (to Year 4 classroom).</p>	<p>Pupil that required hoist was moved to Chestnut Lodge School (December 2018) due to EHCP recommendations. This system is currently not in use by any pupils at our school. However this is still available should any future pupil require this.</p>

<p>To improve disabled access around the school field.</p>	<p>Install a path around the school field – starting from the main gate to the field – so this area of the school grounds is accessible to all users.</p>	<p>April 2023 (depending on budget).</p>	<p>Although this key priority area needs to be kept under review – as this is the only part of the school that has restricted disabled access – the adventure playground redevelopment incorporated disabled access (from the disabled ramp) to the large climbing frame. The surfaces were also created to provide disabled access to both the water play, amphitheatre and den areas.</p>
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