



Accessibility Policy

2024-2027

Date of next review: January 2024

Signed copies stored in school office

Signed: _____

Date: _____

Printed: Vasu Shan

CHAIR OF GOVERNORS

Signed: _____

Date: _____

Printed: Cassie Bodman-Knight

HEAD TEACHER

Hall Meadow Primary School is committed to ensuring the welfare and safety of all our pupils in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse. All of our school policies and procedures reflect this priority.

Respect Responsibility Resilience

INCLUSION

INVOLVEMENT

INTEGRITY

INITIATIVE

INSPIRING

Introduction

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that “schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation”.

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 Full Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan.
 - Hall Meadow Primary School is 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.
 - The school will also remove or minimise any potential barriers to learning allowing all pupils to achieve and participate fully in school life.
 - Hall Meadow Primary School will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

The Physical Environment

The Accessibility Plan includes measures to improve access to the physical environment of the school as necessary. This may involve making reasonable adjustments to the school and providing aids to assist access where appropriate.

Curriculum

The Plan also includes measures to increase access to the curriculum for pupils with disabilities to ensure that they are equally prepared for life as pupils without disabilities. As well as teaching and learning this includes access to the wider curriculum such as access to after school clubs and participation in school visits. This may involve the provision of specialist aids and equipment where necessary.

The Current Range of Disabilities within Hall Meadow Primary School

- The school has pupils with a range of disabilities, of which the staff and governors are fully aware. When pupils enter school with specific disabilities, the school contacts professionals for assessments, support and guidance for the school and parents.
- For all pupils that have medical needs a care plan is agreed with their parents or carers and is shared with all staff are informed.
- We have pupils who have asthma, diabetes and some pupils with allergies or food intolerances, some of these are serious and require Adrenalin Pens to be kept on site.
- Hall Meadow Primary School has competent First Aiders who hold current First Aid certificates including Paediatric First Aid. (Full list updated and on display in key areas)
- All medication is signed in at the office, and kept in the staff fridge – inhalers are kept in the classrooms. These are kept in a secure place which is easily accessible for First Aiders and staff members.
- Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Medication is administered in accordance with the LA guidelines.

Review of the Plan

The Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in January 2027.

Actions:**1. To increase the extent to which disabled pupils can participate in the school curriculum.**

We want to reduce and eliminate barriers to access learning and to ensure full participation in the school community for pupils and to protect those pupils with a disability, medical condition or any other access needs. This may include liaising with families, specialists and CPD for staff.

Target	Strategies	Timescale	Leads	Success Criteria
To liaise with the various families, nurseries, pre schools and professionals to prepare for the new intake each year.	To identify those pupils with needs, prepare strategies inc: staffing for the coming year	Annually – May – July.	EYFS lead SENDCo HT/DSLs	Provision in place for the pupils inc: additional sessions/resources prior to start of school year as necessary.
To liaise with educational establishments to support pupils entering mid-year or who receive medical diagnosis mid year.	To identify pupils and review strategies and practice as needed with specific advice.	Ongoing	SENDCo Lead First Aider Head Class teacher	Provision in place to support pupil.
To review teaching and learning and other policies to ensure they reflect current practice and procedure.	To comply with acts such as the Equality Act 2010	Ongoing	SLT LAC	Policies reflect current guidance.
To establish and maintain close liaison with parents.	To ensure collaboration, information sharing and shared approaches.	Ongoing	SENDCo / Class teachers / SLT	Parents working with the school to ensure the best outcomes inc: sharing of IEPs, targets and worries.
To continue to liaise and work with external	Collaboration Shared documents /observations/targets	Ongoing	SENDCo / DSLs/SLT	Clear targets set and agreed by all with achievable outcomes.

agencies for pupils with additional needs.	Regular communication as needed			Pupils achieving targets set by all.
To include pupils with disabilities, medical conditions and other needs on all trips inc: residentials, sporting opportunities.	Ensure visits are accessible. Transport is in place if needed Suitable trained staff supporting pupil.	Ongoing	Class teachers / SLT	All pupils can access trips/residentials All pupils have the opportunity to participate in local sports festivals/competitions.

2. To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education in school.

Target	Strategies	Timescale	Leads	Success Criteria
To improve the physical environment (external)	When choosing new trim trails, outdoor reading areas and the gardens; medical needs and disability access are discussed and in the plans.	Trimtrails - 2024-2025 Reading areas 2024-25 Gardens - ongoing	Various leaders in these areas	Physical environment is accessed and used by all.
Ensure that reasonable adjustments are made for those with disabilities or medical conditions or other access needs.	Specialist advice sought with plans created eg: Occupational Therapist Specific equipment eg: chairs purchased to accommodate pupil.	Ongoing	SENDCo	Provision in place to support pupil. Adjustments positively impact access for education.