



'Me in Virtute'

Airmyn Park Primary School

Accessibility Plan

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Name of Responsible Committee: Airmyn Park Primary School LGB

Trade Union Representative Approval: Airmyn Park Primary School LGB

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Target Audience: All Key Stakeholders

Related Documents: Public Sector Equality Duty, 2011
Policy for Inclusion and Protected Characteristics

References:

- Department for Education (2011) *Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*
- Government Equalities Office (2011) *Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations*
- European Commission for Human Rights (2011) *The Essential Guide to the Public Sector Equality Duty*

European Commission for Human Rights (2011) *Equality Information and the equality duty: A guide for public authorities* “2nd Edition

Revision History

Version	Date	Summary of Revision	Revision Author

Policy Statement

At Airmyn Park Primary School we promote “Me in Virtute” – Power in Me.

Purpose

Airmyn Park Primary School’s Accessibility Plan includes information how the physical environment, curriculum and correspondence supports the needs of all stakeholders.

Scope

This report applies to all key stakeholders.

Responsibilities

The **Local Governing Board** is responsible for monitoring the effectiveness of this report, ensuring that a consistent and accessible approach to the provision for key stakeholders is applied in the school.

The **Head Teacher and Governors** are responsible for ensuring that this report reflects provision at Airmyn Park Primary School.

Equality and Diversity

Airmyn Park Primary School is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines;
- Ensuring staff are protected from unlawful direct or indirect discrimination resulting from a protected characteristic (e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation).
- Delivering high quality teaching and services that meet the diverse needs of its children and its workforce, ensuring that no individual or group is disadvantaged

1. AIMS AND OBJECTIVES

1.1 Airmyn Park Primary School is a smaller than average primary school set in the village of Airmyn. The attractive dormitory village is situated on the edge of the town of Gooke and to the west of the East Riding. It is 25 miles west of the City of Kingston upon Hull, close to the A63 and M62. The population of approximately 800 is declining steadily. Since 1990 the school has been on the current site and this building was purpose built. Only approximately 20% of the pupils reside in the village; a significant majority travel in from Goole and other surrounding villages. Airmyn Park Primary School is a school that focuses on the well-being and success for all and where all members of our community are of equal worth. Our Accessibility Plan is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race.

1.2 Airmyn Park Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, emotional and cultural needs. Furthermore, we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

1.3 The key aims of this plan are to:

- Identify any accessibility issues.
- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environments within our schools to increase disabled pupil's physical access to education and extracurricular activities.
- Improve the delivery of information to disabled children and young people; using formats which give better access to information.
- Provide continued education as normally as the condition allows.
- Reduce the risk of lowering self-confidence and educational achievement.
- Promote equal access to education for all children.

2. STATUTORY RESPONSIBILITIES

2.1. The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Local Governing Board to ensure the school is socially and academically inclusive and remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

2.2. The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

2.3. These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

2.4. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people

diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that should be considered.

2.5. The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
 - Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

2.6. A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

2.7. Some disabled pupils also have special educational needs (**SEN**) and may be receiving support via school-based **SEN** provision or have a statement of **SEN**. Just because a disabled pupil has **SEN** or has a statement does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have a statement of **SEN** will receive all the support they need through the **SEN** framework and there will be nothing extra the school has to do. However, some disabled pupils will not have **SEN**, and some disabled pupils with **SEN** will still need reasonable adjustments to be made for them in addition to any support they receive through the **SEN** framework.

3.ROLE OF THE GOVERNORS

3.1 This Accessibility Plan sets out the proposals of the Governors to increase access to education for disabled pupils in the three areas required under the Equality Act 2010.

The three key duties are to:

- To increase the extent to which disabled pupils can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled stakeholders are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled stakeholders, using formats which give better access to information.

3.2. The responsibility for the Accessibility Plan lies with the Governors and Headteacher.

3.3. It is a requirement that the school's Accessibility Plan is resourced, implemented, and reviewed and revised as necessary. The Action Plan sets out the school will address the priorities in the plan.

4.HEALTH AND SAFETY

4.1 The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question)

then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

4.2. There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

APPENDIX A School Specific Information

SCHOOL CONTEXT

The school is a purpose built building that has been developed and extended over time. All areas have been developed in order to conform to current Accessibility legislation. There are predominantly wide corridors and several access points from outside. The site is on one level, with no areas being accessed by steps. The hall is on the ground floor and is accessible to all. The front doors are wide enough to give access to visitors to the school, support is provided by school staff if required. On-site car parking for staff and visitor includes one dedicated disabled parking bays. If priority parking is required, this can be arranged prior to the visit. All entrances to the school are either flat or ramped and have wide doors fitted. The main entrance features a lobby and has been fitted with a low access bell, to ensure it is fully accessible to wheelchair users. There are disabled toilet facilities available in school. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Parents can access a comprehensive range of information about the school from the website, including curriculum information. All written communication is sent to parents electronically via email, which all parents have signed up to. These are always sent on the same day to avoid confusion. Paper copies are available on request. Policies for staff are printed on request to ensure they are received and paper used unnecessarily

Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as and when a need occurs. We update care plans annually, in conjunction with parents to enable and changes to support/medical needs to be clearly communicated. Children with a disability, who are also on the SEN register, have a termly support plan meeting to enable strategies and support to be shared with all parties.

Physical Environment

The school is accessible for people using wheelchairs and frames. Corridors and routes are kept clear of obstacles. A quiet space is available for pupils who need time out from the busy, stimulating classroom environments. Disabled pupils participate in extra-curricular activities and are fully involved and supported in these activities.

Curriculum

- Visual prompts and resources including visual timetables are used to facilitate access for all pupils where these are seen to be helpful.
- Disability awareness is promoted in the curriculum, through assemblies and specific events.
- Staff working with pupils with disabilities receive specialist training.
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children.
- Disabled pupils are able to access a range of activities and clubs beyond the school day; they participate in residential visits.
- There are no areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however by differentiation and staff support all can be accessed at a level commensurate with ability.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils to ensure their voice is heard especially during meetings where their needs are discussed, as well as for parents and staff. Where appropriate, disabled pupils receive support from specialist services.

APPENDIX B – ACCESSIBILITY AUDIT – Completed January 2022

Accessibility Audit for Schools

Please complete the following sections using the following key;

1. Yes, completely
2. Almost, working towards meeting the guidance
3. Partially
4. Not yet considered

a. Disability Awareness/Training

		1	2	3	4	Comments
1.	Do you provide disability awareness training so that all staff understand and recognise disability issues?		X			In house training with specific staff to support inclusive working. Specialist training where required. TIC training, first aid training from specialists.
2.	Do you ensure all staff have the necessary training to teach and support disabled pupils?		X			Training booked when required. SENDCo upskills and shares information.
3.	Do pupils receive training and education in disability equality issues?		X			During PSHCE lessons This could also be done in assembly

b. Getting to the building

		1	2	3	4	Comments
4.	Are car parking spaces reserved for disabled people near to the entrance?	X				
5.	Are there any hand rails for easy movement around the site and to the main entrance?					NA
6.	Are steps needed for access to the main entrance?					NA
7.	If so, do the steps have a contrasting colour edging?					NA
8.	If there are steps, is a ramp provided to the main entrance?					NA
9.	Are there any other ramps accessing entrances?					NA
10.	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?					NA

11.	Is it possible for a wheelchair to get through the main door unaided?			X		The door opens out and support may be required to hold it open.
12.	If no, is there an alternative wheelchair accessible entrance available?			X		The fire exit in the hall can be opened if required.

c. Internal Building

		1	2	3	4	Comments
13.	Do all internal doors allow a wheelchair user to get through unaided?			X		Some support may be required
14.	Do all corridors have a clear unobstructed width of 1.2m?	X				
15.	Is there a wheelchair accessible toilet?	X				
16.	Is there an accessible changing room/shower facilities?				X	There is no shower. Changing facilities for younger children are available
17.	Number of teaching spaces (classrooms)					4 classrooms 4 intervention spaces
18.	Number of teaching spaces that are accessible					4 classrooms 4 intervention spaces
19.	Number of social spaces					1 (staff room)
20.	Number of social spaces that are accessible					1
21.	Are internal pathways and routes logical and well designed?	X				
22.	Are non-visual guides used to assist people to use buildings (eg. Tactile buttons)?				X	
23.	Could any of the décor be confusing or disorientating for pupils with disabilities (eg. Visual impairments, autism or epilepsy)?				X	
24.	Are appropriate quiet spaces available for those children who need it?			X		There are 4 quiet intervention spaces available in school. These could be further developed.

d. Multistory

		1	2	3	4	Comments
25.	How many floors are in the block? 1 = single storey, 2 = single storey with some split parts, 3 = single storey with some 2/3 storey, 4 = mainly 2 or 3 storey	X				Single level building
26.	If the building is on more than one level, do the internal steps/stairs have contrast colour edgings?					NA
27.	Is there a continuous handrail on each internal stair flight and landing?					NA
28.	Is there a lift that can be used by wheelchair users?					NA
29.	Do you have any other sort of mechanical means provided to move between floors? If yes, please state.					NA
30.	Is it possible for wheelchair users to use fire exits from areas they have access to?	X				

e. Furniture and equipment

		1	2	3	4	Comments
31.	Is appropriate furniture and equipment provided to meet the needs of individual pupils?	X				
32.	Do furniture layouts allow easy movement for pupils with disabilities?	X				

f. Sensory Impairment

		1	2	3	4	Comments
33.	Are non-visual guides used to assist people to use the building?				X	
34.	Are hearing induction loops available?					NA
35.	Do emergency alarm systems cater for those with hearing impairment?	X				Flashing lights

g. How does your school deliver the curriculum?

		1	2	3	4	Comments
36.	Do staff seek to remove all barriers to learning and participation?	X				
37.	Do staff provide alternative ways of giving access to experiences for pupils with disabilities who can't engage in particular activities (eg. Some elements of PE)?		X			Further training opportunities are required

38.	Do staff recognise and allow for the additional planning and effort necessary for pupils with disabilities to be fully included in the curriculum?	X				
39.	Do you provide access to appropriate technology for those with disabilities?	X				
40.	Are school visits made accessible to all children and young people irrespective of attainment or disability?	X				

h. How does your school deliver materials in other formats for anyone who needs it?

		1	2	3	4	Comments
41.	Do you have arrangements to provide information in simple language, symbols, large print, audio or in Braille for pupils who may have difficulty with standard forms of printed information?	X				
42.	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	X				
43.	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		X			Where appropriate – training is provided

Appendix C

Accessibility Plan 2022–2025

Key Area	Outcome	Strategy	Timescale
To provide opportunities for training to increase awareness of key areas.	To ensure that all staff have had relevant training to equip them with knowledge.	Provide opportunities for ASD, ADHD and attachment training Continue to provide in house training to new staff.	Autumn 2023 Spring Term 2024
To increase the extent to which disabled pupils can participate in the school curriculum.	To ensure that pupils with disabilities have access to a broad and balanced curriculum.	PE training for staff to increase involvement in PE sessions	Spring Term 2024
To improve the physical environment of the school to ensure that disabled stakeholders are able to access all facilities	To consider that all building improvement work and grounds maintenance takes into account the needs of all children	Where building and improvement work is planned for take into consideration the sizes and furniture	Summer Term 2024