



Accessibility Plan 2024-2027

Section 1: Vision statement

The Purpose of the Plan

The purpose of this plan is to show how Hermitage Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Hermitage Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010-, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

This plan sets out proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Training

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy on the website
 - Paper copies from the office on request
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Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Hermitage offers an adapted curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully. Hermitage Primary School has a Resourced Provision for children with ASC. Trained staff and resources help to ensure access to the curriculum alongside mainstream pupils where appropriate. Occupational Therapy is helping to improve motor skills.	To ensure all children have access to appropriate intervention in a timely manner. All staff to be aware of the resources available to ensure access to the curriculum for all pupils.	Pupil progress meetings to discuss not only academic achievements but intervention and support in other areas e.g. motor skills. Staff meeting to share resources. Weekly resource provision meeting to share ideas. Ideas shared with all staff through staff meetings and KS meetings.	SENCo and Head	Termly Pupil Progress meetings – Autumn 2024 Spring 2025 Summer 2025 Staff meetings (at least termly)	Pupil Progress meeting notes will also record interventions for other areas. Staff maximizing use of resources and all children accessing resources.

Improve and maintain access to the physical environment	All areas inside school are accessible. Where new additions are made to the building they are done in line with accessibility regulations –e.g. door widths.	To ensure physical access for all within the school environment.	When new additions to school are made or facilities are upgraded consider physical access arrangements and build them into planning and costs where reasonably practicable.	Head/SBM/Govs	As the building is/facilities are updated/new additions made.	As the building and facilities are upgraded access to the physical environment is increased.
Improve the delivery of written information to pupils	Large print and access to laptops is used for a visually impaired child. Visual picture cards are used to help pupils understand written messages (WIDGIT).	To ensure all pupils are able to access information.	Use of picture cues for any pupil who is struggling to access written information that is relevant to them.	SENCo with class teachers	As needed	Information put into a larger print/use of laptops/use of WIDGIT where needed.

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is all on one level. There is a small change in height from the entrance path into the building and this has already been converted into ramped access with support rail.	None	None	-
Corridor access	Corridors are wide enough for access; however there is furniture (movable) between classroom areas that would need to be reorganized to allow wheelchair access.	Consideration of furniture arrangements in shared areas for wheelchair access if needed.	Teaching staff with support from caretaker	When required
Lifts	None on site	-	-	-
Parking bays	There is a disabled parking space closest to the school pedestrian entrance from the car park.	Ensuring this space is kept available if disabled access is required.	Office staff to be aware of owners of vehicles that park in disabled bay and to request cars to be moved if disabled space is required.	As required
Reception area and Entrances	Entrances are wide enough for wheelchair access and the small change in height to the front entrance has been converted to a ramp.	Ensure entrances are kept free from obstacles and that any new entrances are accessible.	Site maintenance staff and Head	Daily checks to ensure free from obstructions. New entrances- if any building work is carried

				out.
Ramps	The small change in height to the front entrance has been converted to a ramp.			
Toilets	The doorways to the existing toilets are not currently accessible; however, there is access to a disable toilet at the front of school that has a wide door and hand rails.	To ensure all toilet facilities are fully accessible.	Head	As the building is updated. Difficult to put an end date on this.
Signage and Emergency escape routes	Emergency lighting highlights exits. Exit pathways are kept clear. Signage shows exits and fire doors. Termly fire drills to ensure that hearing impaired children and staff can hear the alarm and respond appropriately to it.	Weekly fire alarm testing. Termly fire drills. Daily checks to ensure escape routes are kept clear.	Site staff and Headteacher – fire drills.	