**Hambleton Primary Academy Accessibility Plan 2024-2025**

**Purpose of the Plan**

The purpose of this plan is to show how Hambleton Primary Academy intends, over time, to increase the accessibility of our Academy for disabled pupils.

**Definition of Disability**A person has a disability if he or she has a physical or mental impairment that 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 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

**What will the Accessibility plan do?**

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

• increasing the extent to which disabled pupils can participate in the Academy curriculum, which includes teaching and learning and the wider curriculum of the Academy, such as participation in after Academy clubs, leisure and cultural activities or Academy visits;

• improving the environment of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the Academy and physical aids to access education.

•improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. e.g. handouts, timetables, textbooks and information about Academy events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Hambleton Primary Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the Academy community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The Academy aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in Academy life. The Academy is active in promoting positive attitudes to disabled people in the Academy and in planning to increase access to education for all disabled pupils.

As part of the Academy’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

**Contextual Information**

Some of the Academy building and all of playground is accessible for a child in a wheelchair. The Academy originated in the late 1800s as an old school house and is built on a small incline. As the school numbers have increased, extensions have been continually added to provide accommodation for the pupils. The main entrance, Early Years and KS1 are fully wheelchair accessible, however the rest of the school isn’t due to two lots of stairways. Parents and family can access the school hall in a wheelchair.

**The Current Range of Disabilities within Hambleton Primary Academy**

The Academy has children with a limited range of disabilities, which include Dyslexia, Dyscalculia, Dyspraxia, Fragile X syndrome, hearing aids, Faecal Impaction and ADHD. When children enter Academy with specific disabilities, the Academy contacts local professionals for assessments, support and guidance for the Academy and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances. We are a Nut free academy, due to a nut allergy.

All medical information is collated and available to staff, on the staff noticeboard and the Business Managers office board. All class teachers have their individual child’s needs noted on their registers.

We have competent First Aiders who hold current First Aid certificates. We also have a trained Mental Health first aider.

All medication is kept in a central safe and secure place, which has easy access 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.

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| **Targets** | **Strategies** | **Outcome** | **Timeframe** | **Achieved** |
| **EQUALITY AND INCLUSION** |
| To ensure that the Accessibility Plan becomes an annual item at the Governors meetings. | Clerk to governors to add to list for Governors meetings. | Adherence to legislation | Annually |  |
| To improve staff awareness of disability issues.  | Review staff training needs. Provide training for members of the Academy community as appropriate.Consider during review of policies. | Whole Academy community aware of issues | On-going |  |
| To ensure that all policies consider the implications of disability access.  | Consider during review of policies | Policies reflect current legislation | On-going |  |
| **PHYSICAL ENVIRONMENT** |
| To ensure that, where possible, the Academy buildings and grounds are accessible for all children and adults and continue to improve access to the Academy’s physical environment for all. | Audit of accessibility of Academy buildings and grounds by Governors. Suggest actions and implement as budget allows.  | Modifications will be made to the Academy building to improve access.  | On-going. |  |
| **CURRICULUM**  |
| To continue to train staff to enable them to meet the needs of children with a range of SEN.  | SENCo to review the needs of children and provide training for staff as needed.  | Staff are able to enable all children to access the curriculum.  | On-going. |  |
| To ensure that all children are able to access all out-of Academy activities. e.g. clubs, trips, residential visits etc.  | Review out of academy provision to ensure compliance with legislation | All providers of out-of-Academy education will comply with legislation to ensure that the needs of all children are met. | On-going. |  |
| To provide specialist equipment to promote participation in learning by all pupils. | Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc. Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. | Children will develop independent learning skills. | Reviewed termly by SENCo. |  |
| To meet the needs of individuals during statutory end of KS2 tests | Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.  | Barriers to learning will be reduced or removed, enabling children to achieve their full potential | Annually. |  |
| **WRITTEN/OTHER INFORMATION** |
| To ensure that all parents and other members of the Academy community can access information. | Written information will be provided in alternative formats as necessary.  | Written information will be provided in alternative formats as necessary. | As needed |  |
| To ensure that parents who are unable to attend Academy, because of a disability, can access parents’ evenings. | Staff to hold parents’ evenings by phone or send home written information.  | Parents are informed of children’s progress. | Termly. |  |

Approved by Governors: September 2025 Review date: September 2026