



HARLINGTON LOWER AND SUNDON LOWER SCHOOL ACCESSIBILITY POLICY AND PLAN 2020-2023

Approved by Curriculum Trustee Committee: February 2020
Approved by Premises, Health & Safety Committee: May 2020
Approved by Board of Trustees: May 2020
Next review: February 2023

Introduction

The Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Trustees are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are 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. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Harlington Lower and Sundon Lower plans over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to an audit of the schools, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new plan for the following period.

6. We acknowledge that there is a need for on-going awareness raising and training for staff and trustees in the matter of disability discrimination and the need to inform attitudes on this matter.



We support children in becoming well rounded individuals where they naturally demonstrate the values of the school in all aspects of their lives.

The Harlington and Sundon Academy Trust Accessibility Plan 2020-2023

Improving the Physical Access

If a pupil with a disability is given a place at HASAT adaptations will be made to accommodate pupil need.

Harlington Lower				
Target	Task	Timescale	Responsible staff	Success criteria
Steps	Identify all steps around the school and assess their suitability and accessibility	Annually- Autumn Ongoing as needs arise	Site Agent Head Teacher Premises H&S Trustees	Improved access for all to the Southbank
Evacuation from building	Review evacuation procedure/emergency plan	Annually- Autumn As new pupils join the school	Head Teacher Class Teacher Board of Trustees	All pupils safely evacuated from building within the 2 mins timeframe

Sundon Lower				
Target	Task	Timescale	Responsible staff	Success criteria
Steps & Physical Environment	Identify all steps around the school, access to and from school and assess their suitability and accessibility	Annually-September Ongoing as needs arise	Site Agent Head Teacher Premises H&S Trustees	Improved access for all to the Library and IT Suite. All stakeholders can access the site safely.
Evacuation from building	Review evacuation procedure/emergency plan	Annually-September As new pupils join the school	Head Teacher Class Teacher Board of Trustees	All pupils safely evacuated from building within the 2 mins timeframe

The Harlington and Sundon Academy Trust Accessibility Plan 2020-2023

Improving the Curriculum Access

Harlington Lower				
Target	Task	Timescale	Responsible staff	Success criteria
Audit of pupil needs and staff training to meet those needs	Review specific needs for pupils living with a disability.	Annually Ongoing- as needs arise	Head Teacher Class teacher SENDCo	Staff aware of relevant issues and can ensure equality of access. Professional partners are available if appropriate
Increased staff awareness	Staff training on meeting the needs of pupils with disabilities	Spring 2017 Ongoing – as needs arise	Head Teacher SENDCo	Staff feel confident to meet the needs of individual pupils and to ask for support where required
Educational visits and trips	All out-of-school visits are planned to ensure, where reasonable, the participation of the whole range of pupils	Ongoing All educational visits	Head Teacher Class teacher SENDCo	Procedures in place, recorded on EVOLVE, where reasonable, accessibility needs met to enable participation of all pupils
Links with external agencies	Continue to develop links with all external agencies to ensure that full support is identified and available	Ongoing- as needs arise	Head Teacher Class teacher SENDCo	Increased awareness of support available and implementation of this support required.

Sundon Lower				
Target	Task	Timescale	Responsible staff	Success criteria
Audit of pupil needs and staff training to meet those needs	Review specific needs for pupils living with a disability.	Annually Ongoing- as needs arise	Head Teacher Class teacher SENDCo	Staff aware of relevant issues and can ensure equality of access. Professional partners are available if appropriate
Increased staff awareness	Staff training on meeting the needs of pupils with disabilities	Spring 2017 Ongoing – as needs arise	Head Teacher SENDCo	Staff feel confident to meet the needs of individual pupils and to ask for support where required
Educational visits and trips	All out-of-school visits are planned to ensure, where reasonable, the participation of the whole range of pupils	Ongoing All educational visits	Head Teacher Class teacher SENDCo	Procedures in place, recorded on EVOLVE, where reasonable, accessibility needs met to enable participation of all pupils
Links with external agencies	Continue to develop links with all external agencies to ensure that full support is identified and available	Ongoing- as needs arise	Head Teacher Class teacher SENDCo	Increased awareness of support available and implementation of this support required.

The Harlington and Sundon Academy Trust Accessibility Plan 2020-2023

Improving the Delivery of Written Information

Harlington Lower				
Target	Task	Timescale	Responsible staff	Success criteria
Availability of written material in alternative formats when requested	Research services available for converting written information into alternative formats	Ongoing	Head Teacher Office Manager	Delivery of information to disabled pupils improved
Make available brochures, newsletters and other information for parents in alternative formats	Review all current school publications and promote availability in different formats	Ongoing	Head Teacher Office Manager	Delivery of school information to parents and the local community improved
Signage	Review signage around the school to ensure it is clear and easily accessible to all	Annually- September	Head Teacher Site Agent Premises H&S Trustees	All signage is clear and new signs in place where need identified

Sundon Lower				
Target	Task	Timescale	Responsible staff	Success criteria
Availability of written material in alternative formats when requested	Research services available for converting written information into alternative formats	Ongoing	Head Teacher Office Manager	Delivery of information to disabled pupils improved
Make available brochures, newsletters and other information for parents in alternative formats	Review all current school publications and promote availability in different formats	Ongoing	Head Teacher Office Manager	Delivery of school information to parents and the local community improved
Signage	Review signage around the school to ensure it is clear and easily accessible to all	Annually- September	Head Teacher Site Agent Premises H&S Trustees	All signage is clear and new signs in place where need identified