



HUNDON AND THURLOW PRIMARY FEDERATION

Laying the foundations for a bright future

The Parable of The Wise and The Foolish Man
(Matthew, Chapter 7, verses 24 to 27 and the Gospel of Luke, Chapter 6, verses 46 to 49)

ACCESSIBILITY POLICY & PLANNING

NB: This policy and planning has been discussed and considered for equality giving consideration to the protected characteristics - gender, age, race, disability, religion or belief, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy or maternity and any other recognised area of discrimination.

Reviewed: Summer 2023

Date of review: Summer 2025

Signature of Premises, Safety, Health & Welfare Committee:

ACCESSIBILITY POLICY & PLANNING

Contents

1. Aims
2. Legislation and guidance
3. Action plan
4. Monitoring arrangements
5. Links with other policies

Appendix 1: Accessibility Audit Section 1 – School Arrangements

1. AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our Federation aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We believe that all children within Hundon and Thurlow Primary Federation should have equal access so that they may have the opportunity to progress and demonstrate achievement. We meet this by planning to meet the needs of boys and girls, children with special educational needs and disabilities, children who are more able, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.

The plan is made available online on the Federation website, and paper copies are available upon request.

Our Federation is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Federation supports any available partnerships to develop and implement the plan.

Our Federation's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in either of the schools within our Federation, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors.

2. LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM | CURRENT GOOD PRACTICE Include established practice & practice under development | OBJECTIVES Include short, medium and long-term objectives | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO BE COMPLETE ACTION BY | SUCCESS CRITERIA |
|--|--|---|--|--|-------------------------------|---|
| Increase access to the curriculum for pupils with a disability | <p>Our schools offer a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | | | This objective is ongoing and the responsibility of all teaching staff, to ensure regular appropriate updates. | | |
| Improve and maintain access to the physical environments of both | <p>The learning environments are adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps | <p>To investigate the possibility of:</p> <ul style="list-style-type: none"> • providing additional disabled toilet access at Hundon • providing changing | HT and Gvs to investigate these possibilities in consultation with the two school's Property Advisor | HT | July 2024 | If appropriate, the Federation schools will have changing facilities at both schools, a disabled toilet at Hundon and |

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|---|---|---|--|--|--|---|
| school settings | <ul style="list-style-type: none"> Corridor width Disabled toilet access | <p>facilities at both Federation schools</p> <ul style="list-style-type: none"> providing accessible parking for Hundon's site | | | | accessible parking for Hundon's school site |
| Improve the delivery of information to pupils with a disability | <p>Our Federation uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources where necessary Pictorial or symbolic representations A range of technology to support accessibility, for example, Ipads, laptops, Clevertouch boards and so on | | | | | |

4. MONITORING ARRANGEMENTS

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher and the Premises, Health, Safety and Welfare (PHSaW) Committee.

5. LINKS WITH OTHER POLICIES

This accessibility policy and plan is linked with the following other policies and documents:

- General Statement of Policy for Safety, Health and Welfare
- Equality information and objectives (public sector equality duty) statement for publication

- *Special Educational Needs (SEN) Information Report*
- *Special Educational Needs and Disabilities Policy*
- *Supporting Pupils with Medical Conditions Policy*
- *Risk Assessment documentation as relevant*

APPENDIX 1: ACCESSIBILITY AUDIT

| FEATURE | DESCRIPTION CURRENT | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO BE COMPLETE ACTION BY | SUCCESS CRITERIA |
|------------------------|---|--|--------------------|-------------------------------|--|
| Corridor access | All corridors are wide enough to allow for wheelchair access. All fire routes are wheelchair accessible | None | | | |
| Parking bays at Hundon | None currently available at Hundon | At present, any disabled official visitors can park on the school site via access through the double white gate at the front of the school site as Hundon has no parking; HT & governors looking into possibilities available. | HT / Gov | Decision made by July 2024 | Parking bays at Hundon |
| Changing facilities | No changing facilities at either setting for pupils with individual personal care needs | HT & governors looking into possibilities available for additional provision at both settings | HT / Gov | Decision made by July 2024 | Personal care need changing facilities available at both schools |
| Entrances | All classrooms and communal areas have accessible points of access | None | | | |
| Ramps | Concrete ramps present at both schools to access both buildings; Reception classroom at Thurlow has alternative access in addition to steps at the front | None | | | |

| | | | | | |
|-------------------------|---|--|-----------------|----------------------------|--|
| Toilets | Thurlow has two accessible toilets; one in the main building and one in the Reception classroom Hundon currently has one accessible toilet | HT & governors looking into possibilities available for additional provision at Hundon | HT / Gov | Decision made by July 2024 | Additional accessible toilet at Hundon |
| Reception area | Reception area at Hundon is on ground level with clear access Reception area at Thurlow has alternative access in addition to steps at the front | None | | | |
| Internal signage | Schools have no accessibility internal signage apart from fire safety signs. | Consider accessibility signage within both settings | HT / Gov | Decision made by July 2024 | Internal signage if required |
| Emergency escape routes | All escape routes at both settings are accessible to wheelchairs | Risk assessments and PEEPs will be in place if we host anyone with accessibility issues. | HT/Teacher/ Gov | As necessary | Emergency escape routes |