

Accessibility plan

Haslingfield Endowed Primary School

Approved By	November 2024
Date Approved	
Review Cycle	Every 3 Years
Next Review Due By	November 2027
Responsible Officer	Donna Peck

Accessibility Plan

Background information:

Public sector organisations (including schools) have a legal duty under the Equalities Act 2010 to treat everyone equally; in other words, to not discriminate against them. The provisions relating to disability discrimination are different in that we may, and perhaps must, treat a disabled person more favourably than a person who is not disabled, and we may have to make changes to our practices to ensure that a disabled person can benefit from what we offer our pupils without that disability.

Definition of disability:

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises

Purpose of the Accessibility Plan:

The Equalities Act 2010 states that 'schools must implement accessibility plans which:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improve the availability of accessible information to disabled pupils and stakeholders.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The purpose of this plan is to show the current good practice with regard to accessibility for disabled pupils at Haslingfield Endowed Primary School and how we intend, over time, to increase the accessibility of our school in each of these three areas.

Accessibility Audit:

An accessibility audit has been completed to review current practise and identify actions in relation to accessibility to the curriculum, the physical environment and information.

Current Practice:

General provision - The principle of inclusion is central to the school's vision and values- we encourage our children, staff, families and community to SPARKLE. We strive to create a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community. The needs of all pupils with any additional needs are carefully planned for and reflected in their APDR's, EHCP's (Education, Health and Care Plans). The SENDCo and senior leadership team liaises regularly with outside agencies supporting individual pupils to review accessibility and appropriate equipment to best meet their needs. The school has a pastoral Learning coach that supports our vulnerable children and their families.

Curriculum - All teachers are required to adapt the curriculum to ensure access to learning and assessments for all pupils in their class with barriers to learning and additional needs being identified, addressed and shared with both pupils and parents. A new inclusive curriculum has been devised by SLT and all subject leaders to ensure that the delivery and expectations are inclusive to all. Staff training and targeted interventions and support are used to support pupils with a wide range of individual needs. The school curriculum includes a range of educational visits which are open to all. Staff adapt the lessons to meet the needs of all learners by differentiating the task, differentiating the outcome or providing a relevant scaffold to support pupils to be successful in their learning.

Physical Environment - The school is a one storey building with a number of adaptations including slopes to increase accessibility. We have two inclusive toilets- one being the disabled toilet near the headteachers office and the staff toilet. In addition, class-based toilets are also adapted to meet individual needs such as the installation of height-appropriate handles and signage to promote independent toileting. Careful consideration is given to classroom layout and accessibility to meet individual needs as pupils progress through the school. Quiet areas are identified so that pupils, who at times may benefit from alternative provision to their usual learning space, can be accommodated. Communal spaces are maintained with minimal obstacles to facilitate easy movement around the buildings.

Information - Different forms of communication are made available to enable all pupils to express their views and to hear the views of others including print being enlarged for pupils where necessary or through an adult scribing. Visual timetables and pictorial task breakdowns are used to communicate the structure of the day as well as specific tasks. Access to specific IT equipment is utilised when appropriate. Transition information with staff photographs is provided to support specific individuals.

Accessibility Plan Aims:

Aim 1 - To ensure that all pupils regardless of additional need or disability, continue to be able to participate in all areas of the school curriculum

Targets	Actions	Timescale	Responsibility	Success Criteria
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	<ul style="list-style-type: none"> Review all relevant policies and amend accordingly. 	Ongoing review of policies as outlined in the Policy Review Schedule	All stakeholders responsible for policy review	All policies clearly reflect inclusive practice and comply with Equality Act 2010
To ensure that the curriculum is accessible to all pupils.	<ul style="list-style-type: none"> Seek the advice of specialist advisory teachers including English, maths, EYFS and our School improvement advisor. Carefully planned inclusive curriculum Create and teach a differentiated curriculum Ensure that there is continuing professional development opportunities for all staff 	Ongoing	SENDCo	Advice is sought as appropriate and recommendations are embedded in classroom practise.
To maintain the high levels of participation by all pupils regardless of additional need or disability.	<ul style="list-style-type: none"> Regular reviews of pupil(s) participation across the whole curriculum Liaise with LA and health professionals involved with the pupil(s) and implement recommendations Training for new staff as required Transition meetings in the summer term Pupil voice to understand their experiences of the curriculum and ways that it could be improved. Drop in observations/ learning walks consider how well lessons are adapted to ensure accessibility for all pupils. 	Ongoing throughout academic year	All staff overseen by SLT	All pupils regardless of need or disability will be able to participate as fully as is possible in all aspects of school life.
To establish close liaison with outside agencies for pupils with ongoing health needs e.g. pupils with severe asthma, epilepsy or mobility issues.	<ul style="list-style-type: none"> Ensure collaboration between all key personnel First Aid and Medical Needs policy is up to date and reviewed as per plan policy schedule To seek training from relevant professional as required e.g. diabetic nurse. Regular meetings with named paediatric first aider and SLT to monitor patterns and medication taken in school. 	Ongoing	SENDCo Named first aider Headteacher	Effective support in place for all pupils through a collaborative working approach.

To liaise with EYFS settings regarding pupil needs prior to transition.	<ul style="list-style-type: none"> Identify pupils who may need additional provision Liaise with linked outside agency professionals Adapted transition timetable (if required). EYFS staff to visit all nursery/pre-school settings before the children start school. Home visits with families. 	Summer Term	SENDCo/ Reception staff	Procedures / equipment are in place for the start of the Autumn Term.
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Aim 2 - To further improve access to the physical environment

Targets	Actions	Timescale	Responsibility	Success Criteria
To develop break out spaces for pupils with specific needs.	<ul style="list-style-type: none"> Review of current spaces Consideration of reassigning room purposes. Auditing resources needed to ensure that these spaces meet the required needs. 	Spring term 2024	SENDCo Headteacher	Specific rooms designated to be break out spaces.
To ensure that there is nosing on all outdoor steps so that they are clear.	<ul style="list-style-type: none"> Purchase yellow paint to complete the nosing on all outdoor steps. 	Summer term 2024	SBM Headteacher Caretaker	The edge of the steps will be clearer and mean that they are more visible meaning less of a trip hazard.
To ensure that the stairs are accessible for all by the headteachers office and reception.	<ul style="list-style-type: none"> Check the stair lift to check it is working. Look at other alternatives if necessary. 	Summer term 2024	SBM Headteacher	Steps will be more accessible for all.

Aim 3 - To further develop the accessibility of information both written and verbal for pupils and parents

Targets	Actions	Timescale	Responsibility	Success Criteria
To ensure that all pupils and parents have access to written information.	<ul style="list-style-type: none"> Communicate regularly with parents and external agencies about the visual needs and the best way to present information. Reflect discussions in resources provided. 	Ongoing	All staff	All pupils have access to written information in an appropriate format.

	<ul style="list-style-type: none"> • Raise awareness of font sizes and page layouts that will support individuals with visual impairments. • Offer to support parents by talking through and explaining written correspondence where appropriate. • Share information in the format/language that is required for individualised families/children. 			
To ensure that all pupils and staff feel confident when communicating key Makaton signs for children that need it.	<ul style="list-style-type: none"> • PD to teach Makaton to teachers. • PD to teach children Makaton. • Liaise with parents that children use Makaton to ensure that the most beneficial signs are being taught. 	Spring and Summer term	PD to train all staff All staff	Staff and children feel more confident when communicating through Makaton.
To regularly review pupil's records to ensure that staff have awareness of individuals with disabilities.	<ul style="list-style-type: none"> • Records will be passed on to new class teachers and discussed at end of year class teacher meetings. Discussion will include information about the needs of pupils and parents and the best way to share and present information • Individual pupil records for pupils with SEND and PP to be completed and passed on to next teacher. • Information for annual reviews, and action plan meetings will be made available in a format appropriate for those attending the meeting. Parent/carers will be given the option as to whether they would like to complete the paperwork at home independently or with a member of school staff. • Where parents are required to complete paperwork, they will be provided in an accessible format. Where appropriate, a member of staff may complete paperwork with parents 	Ongoing	All staff	Members of staff are aware of the needs of pupils within their class and the most effective ways in which to share information with them. Teachers are aware of the most effective way to communicate with parents with additional needs.

	<ul style="list-style-type: none"> All APDR's, EHCP's etc are available on TEAMS. 			
To ensure that the SEND information report is accessible to all stakeholders.	<ul style="list-style-type: none"> SEND information report to be adapted to be more accessible to the whole school community. All parents will be sent a letter with information about how to access the school SEND information report. 	End of Summer Term 2024	SENDCo	SEND information report is accessible to all stakeholders.
To provide SEND coffee mornings and SEND surgeries for staff and parents.	<ul style="list-style-type: none"> SEND coffee mornings to meet the needs of our children and parents. Regular SEND surgeries to support staff to ensure the best provision for the all children. 	Ongoing throughout the academic year.	SENDCo Headteacher	All parents have the individualised support that they need. All staff have the support to meet the needs in their class.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and headteacher

It will be approved by the governing board at the FGB meeting.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy