



Harlowbury

"Believe, Succeed, Inspire"

Primary School

Accessibility Policy and Plan 2024-2026

This 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. The School Local Governing Body 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. Harlowbury Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school (to increase facilities within the plans for the new buildings on Gilden Way for 2025)
3. An Accessibility Plan targets will be drawn up to cover a year period only due to the school relocating to new premises in 2025. (However some targets also include a longer view and actions)
4. The Accessibility Plan will contain relevant actions to: Improve access to the physical environment of the school. 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.

Contextual Information

The current school is situated on one level with several classrooms having stair access from external doors only. The year 5 and 6 demountable classroom has a ramp access.

At present we have no wheelchair dependent pupils, parents or members of staff, although a small number of staff have mobility issues and sometimes require crutches.

We have an enhanced provision for Speech, Language and Communication difficulties with places for up to 20 pupils.

The proposed new build will be 2 floors with a lift.

Definition of disability

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a student is disabled but rather it is the effect on the student's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Reasonable Adjustments

We have a duty to make reasonable adjustments for disabled students:

When something we do places a disabled student at a substantial disadvantage to other students, we must take reasonable steps to avoid that disadvantage;

We will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the student faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other students, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND EHC Plan provisions, under which Local Authorities have to provide auxiliary aids and services where an EHC Plan details that provision. When a disabled student does not have a EHC Plan of SEND (or the EHC does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

The school identifies the following as areas for improvement:

- There are still areas of the school which have limited accessibility to students and staff with disabilities.
- School staff could still be better aware of Equalities legislation.
- School policies (such as anti-bullying, teaching and learning) could be more specific in their practices regarding students with SEN(D)
- The ways in which information is currently provided for disabled students and parents/carers with disabilities could be made more accessible.

Monitoring and Evaluation

Due to the severe delays with the move to the new site. Plans in place to start consultations with the stakeholders for the new site and building from 2023-2025.

- **Regular Reviews:**

The accessibility plan will be reviewed annually by the Senior Leadership Team, along with input from parents, staff, and students with disabilities. Feedback will be used to make improvements and adapt to changing needs.

- **Evaluation of Effectiveness:**

The success of the plan will be evaluated based on feedback from students, parents, and staff. Key indicators include improved participation in school activities, increased engagement in learning, and higher satisfaction levels among students with disabilities and their families.

Engage with Stakeholders:

Hold regular meetings with students, parents, and staff with disabilities to ensure that their views are considered in ongoing adjustments to the accessibility plan

Related policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Teaching and Learning Policy
- School improvement Plan
- SEND Information Report
- Inclusion Policy
- Educational Visits Policy
- Equality Policy
- Whole School Behaviour Policy & procedures
- TMAT Complaints Policy
- TMAT Health & Safety Policy
- TMAT Equality Statement and Objectives

Physical Environment					
Target	Strategies	Outcome	Responsibility	Time	Evaluation
<p>Aids to physical access including parking space for staff or visitors</p> <p><i>New Site entrance is now fully accessible for all.</i></p> <p><i>March 25. New plans updated by construction company</i></p>	<ul style="list-style-type: none"> Install a disabled parking bay in current Watlington Road Site Ensure plans for new site include disability bays- close access to the school and accessibility stair free access from carpark Pupil feedback on making the site externally and internally inclusive for all pupils 	<p>Stair free access to the building</p> <p>Parking facilities to ensure minimal walking distance and staff to support</p>	<p>Premises Staff HT COG H&S Governor COG</p>	<p>Sept 2026 – new build</p>	<p>Future of Sustainability for Travel exploring other options to travel to work and school Summer& Autumn 2021</p>
<p>Ensure all disabled pupils can be safely evacuated</p>	<ul style="list-style-type: none"> Renewed evacuation plan for visitors, staff and children for current site – practise fire drill with a wheelchair user and less mobile children/staff Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils – BUDDIES Planning meeting for Gilden Park site regarding new evacuated plan Purchase of evacuation chairs and training for key member of staff for new building on Gilden Way. 	<p>Safe evacuation in an emergency.</p>	<p>Premises Staff HT COG H&S Governor COG</p>	<p>Summer 2023 Sept 2026 – new build</p>	<p>Delayed meetings due to delay in construction</p> <p>Training for fire marshals? NET premises staff training?</p> <p>Fire evacuation plan reviewed in Spring 2025 –</p>
<p>Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs</p>	<ul style="list-style-type: none"> Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. Use of AV1 robot to support medical needs 	<p>Inclusion for all pupils. Children and staff safe in school</p>	<p>Premises Staff HT INCO</p>	<p>As appropriate Ongoing</p>	<p>Risk assessment adjusted regularly. Working documents. Timetables adjustments made regularly.</p> <p>AI Robot – trial viable results due to internet connections home and school.</p> <p>New building- could this be more effective?</p>
<p>To improve the physical environment to make it as accessible and safe as possible for all staff and pupils, including those with disabilities.</p>	<ul style="list-style-type: none"> Install barriers to prevent high needs Special Educational Needs (SEN) pupils from leaving the classroom unsupervised. 	<p>Reduction in incidents of pupils leaving the classroom unsupervised</p>	<p>Premises Staff</p>	<p>ongoing</p>	<p>Classroom more secure and children, staff and parents report happy and safe in school.</p>

Curriculum					
Target	Strategies	Outcome	Responsibility	Time	Evaluation
To support children with SEND in the playground and in PE and Sports	<ul style="list-style-type: none"> Scrap Pod – to increase activities and creative opportunities for play Play Leaders to be reintroduced Sports Crew to embed intra lunchtime competitions Purchase new equipment which would increase gross and fine motor skills in line with Occupational Therapist advice 	All children access PE and playground with supervision.	Scrap Pod –HT Play Leaders – DHT Sports Crew – PE Lead New Equipment – INCO	Summer 2025	Sports Crew to work with PE Leader on quotes and ideas for new playground equipment for GP Site Summer 2026
To improve the use of visual support for all pupils including those with ASD	<ul style="list-style-type: none"> Use of visual widget timetables & visual supports for all staff Use of speech and language therapist & Inclusion Partner to support identified children Training for all staff for ASD from ECC Use of Makaton Signs 	Whole school awareness of visual supports. Visuals being used across the whole school.	Teachers Inco Subject Leaders	Summer 2025	ACT ASD Training Sept 24 Communication Friendly Schools training in progress in house and Mable Working towards Makaton Aware
School visits are appropriate to meet the needs of all students. They subject to a regular review to ensure increased levels of access or alternative experience.	<ul style="list-style-type: none"> School visits to be risk assessed Alternative arrangements to be offered if planned trip cannot be accessed. Use of school minibus for short trips Extra members of staff to child ratio 	Inclusion for all pupils. Children and staff safe on school trips.	Premises Staff HT INCO	As appropriate Ongoing	Children asking for visits – adaptations to larger visits. Use of local areas to support expressed needs e.g. Pets Corner

Improving the delivery of written information to disabled pupils					
Target	Strategies	Outcome	Responsibility	Time	Evaluation
Auditing the school library to ensure the availability of large font and easy read texts will improve access.	<ul style="list-style-type: none"> • Signage in library to be reviewed and adapted • Books to be clearly accessible • Change of use to existing room to make a dedicated library space • Use of library fund to purchase more inclusive books with visuals & widgets 	A love of reading shared by all children and adults in the school	English Leader INCO	Spring 25	Next Steps to ensure we have texts which reflect our community and increase our dual language texts available.
Portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.	<ul style="list-style-type: none"> • Continue use of Go Talk for use with Widgets • Continue to loan Go Talk for use with Widgets from local library • Embed use of widgets • Purchase of more sensory /ZOR tools for pupils 	<p>All pupils able to access learning in every lessons</p> <p>All pupils have access to appropriate resources in the classroom daily.</p>	INCO HT Classteachers	Spring 25	Further training for LSAs on using Go Talk
Raising awareness of font size and page layouts will support students with visual impairments. School to focus on becoming a communication friendly school	<ul style="list-style-type: none"> • Inclusion training for staff • Power Point /flip charts using cream and blue text with visible fonts • Display information around school to be clear & visible (non shiny & non-laminated) • Large print & coloured paper used for SATs papers & tests where appropriate • Coloured overlays used where appropriate 	<p>All pupils able to access learning in every lessons</p> <p>All pupils can access external tests such as SATS</p>	INCO HT Classteachers	Summer 2025	Induction and training for new staff required.