Accessibility Plan

Hillary Primary School

Approved by:	Governing Body	**Date:** January 2025
Last reviewed on:	January 2025	
Next review due by:	January 2028	

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	5
4. Monitoring arrangements	11
5. Links with other policies and documents	11

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 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.

Hillary Primary School places great importance on ensuring that all children are given the experience of a nurturing and empathic learning environment where learning is enjoyable and where children are able to develop their abilities, interests and aptitudes as fully as possible. Emotional development and resilience is a golden thread amongst all that we do, with the understanding that emotional stability must come prior to cognition and learning.

All children, regardless of their ability and emotional development, have an entitlement to a broad and balanced curriculum tailored to their individual needs. They should have the opportunity to achieve their full potential, received the additional support that they require and to fully participate in their own individual learning.

All staff at Hillary Primary School place great importance on striving to meet the needs of ALL children in the school, and fully recognise that some children will require additional help to access the curriculum, and fully participate in learning.

We aim:

- To provide a 'whole child, whole school' approach to the management and provision of support for special educational needs.

- To accurately identify children with SEND as soon as possible in order to support progress and continued good physical and mental health and wellbeing.
- To provide appropriate provision to overcome all barriers to learning and cater for the needs of every child to enable them to reach their full potential.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- To work within statutory guidance provided in the SEND Code of Practice 2014.
- To provide a SENDCO who will put into practise the SEND Code of Practice 2014 and provide support and advice for all staff working with special educational needs children, through targeted, continued professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To support children with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of children.

The plan will be made available online on the school website, and paper copies are available upon request.

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 school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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

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 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.

<table>
<tr><th colspan="5">Curriculum</th></tr>
<tr><td colspan="5">Current position:
School obtain data on future pupil population to facilitate advanced planning including liaising with pre-school providers, conducting home visits. To enable provisions to be set in place when children start.
Liaison with external services and agencies regarding individual needs.
Liaison with previous settings for mid-year admissions.
Review policies, ensuring they reflect inclusive practice and procedure, and are in compliance with the Equality Act 2010.
Deployment of Learning Support Assistants to cover the learning needs of the children.
Ensure pupils have access to additional time, readers etc when taking assessments, where appropriate.
Provision of a bank of resources, available to support individual needs.
Ensuring collaboration and information sharing between school and families.
Setting clear learning objectives that are appropriately differentiated for individual pupils.
Encourage the use of visual aids to support learning.
Use a range of teaching methods and styles to facilitate access for all pupils.
Creating a culture of understanding and tolerance so that all abilities are accepted as a part of our school community.
Targeted interventions to support the four broad areas of need.
Use of Makaton signing, where appropriate, to support learning.</td></tr>
<tr><th colspan="5">Aim 1: To increase access to the curriculum for pupils with a disability</th></tr>
<tr><td>Objectives</td><td>Actions to be taken</td><td>Person responsible</td><td>Date to complete action by</td><td>Success criteria</td></tr>
<tr><td>To ensure that all disabled pupils have access to a broad and balanced curriculum.</td><td>Ensure that all teaching staff are aware of individual needs of the children they teach.

Teachers plan a broad and balanced curriculum that meets these needs effectively and inclusively.</td><td>Teaching Assistants

Class teachers

Senior leadership team

SENDCO</td><td>Ongoing</td><td>Disabled pupils can access all aspects of the curriculum.

Teachers feel well equipped to meet their needs of all learners, regardless of their disability.</td></tr>
</table>

	SENDCO/leadership team identifies CPD opportunities to support staff in meeting the needs of disabled learners. Needs are reviewed and relevant resources purchased.			All pupils participate and have the opportunities to be independent.
To ensure that learning is relevant and challenging to disabled pupils by responding to individual needs and overcoming potential barriers to learning and assessment.	Ensure that all teaching staff are aware of individual needs of the children they teach. Monitoring pupil tracking and analysis of progress. Ensuring that expectations and outcomes are appropriate.	Teaching Assistants Class teachers Senior leadership team SENDCO	Ongoing	Disabled pupils have achieved or exceeded their targets.
To ensure that planned trips are accessible to all.	Develop staff awareness of identifying potential problems. Liaise with parents/TAs regarding additional support. Liaise with venue. Complete individual risk assessments when appropriate.	Class teachers Senior leadership team SENDCO Admin staff who are booking trips	Ongoing	Parents are aware of their children's right to be included in these activities. Venue staff are aware of pupil's individual needs. Staff are aware of and trained to deal with specific issues.
Review our PE curriculum to ensure that accessibility is maximized for all pupils.	Audit current needs and whether or not these are being met.	Class teachers P.E leader SENDCO	Ongoing	All pupils have access to high quality PE provision.

	Purchase additional equipment if required. Review individual lessons and plan/adapt accordingly. Seek disabled sports people to come into school.			

Physical Access

Current position:

- The school building has adapted entrances for accessibility of pupils with physical difficulties.
- A disabled parking spaces is available next to the main school entrance.
- Three accessible toilets are available.
- Height adjustable changing table available in one accessible toilet.
- Spaces are available for small group work and individualised work for targeted learners.
- Handrails installed and updated around school.
- High visibility strips on steps.
- Blinds installed in classrooms.
- Personal Emergency Evacuation Plans in place for any pupils requiring extra support (including those with a temporary disability).
- Library shelves available at wheelchair-accessible height.

Aim 2: To improve and maintain access to the physical environment

Objectives	Actions to be taken	Person responsible	Date to complete action by	Success criteria
To ensure that all staff are aware of the access needs of pupils, staff, parents and visitors to the school.	Audit current accessibility issues. Include questions in pupils' data information about accessibility needs of parents. Be aware of staff, governors and parents access needs and meet as appropriate.	Headteacher Senior Health and safety lead Admin staff PSAs SENDCO	Ongoing	All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.

	Advice from external agencies is followed with regards to recommendations for accessibility. Consider access needs during recruitment process.			
To ensure that all disabled pupils can be safely evacuated in an emergency. This also applies if a child is wheelchair bound for a short term e.g. following the break of a leg	Implement and review Personal Emergency Evacuation Plans for all pupils with difficulties. Ensure all staff are aware of their responsibilities.	SENDCO Class teachers and LSAs	Annual updates of plans Ongoing	All disabled pupils and staff working alongside are safe in the event of a fire
Review signage and external access for visually impaired people.	Yellow strip mark step edges. Additional support from PSAs given to ensure parents can access relevant information. Teacher for the visually impaired to provide advice when necessary. Rehabilitation officer for the visually impaired to provide advice and suggest adaptations when necessary.	SENDCO Senior Health and safety lead Site manager	Annually	People with a visual impairment feel safe in school grounds. People with a visual impairment have safe access to the school grounds and information provided by us.
Information Access				
Current position: • Visual timelines in all classrooms and for individual targeted pupils.				

- Use of a range of communication methods to make sure information is accessible including large print resources, Braille, pictorial or symbolic representations.
- Home-school communication books for targeted children.
- Text messaging/emails sent to parents.
- Provision of verbal information, large print and coloured paper for giving information for targeted pupils.
- Widgit online resources available including EAL add-on, using picture symbols to support the text.
- Open door policy. LSA's present each morning as children arrive to answer questions and share messages with class teachers. Teachers present each morning as children arrive to have face to face contact if parents require.
- PSA's on the gate each morning to have face to face contact if parents require.

Aim 3: To improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

Objectives	Actions to be taken	Person responsible	Date to complete action by	Success criteria
To identify any parent who needs an alternative delivery of information than that normally sent. Ensure that staff are aware of these different formats.	Include questions in pupils data information about accessibility needs of parents. Ensure website and all document accessible via the school website can be accessed by the visually impaired. School office will support and help parents to access information and complete school forms.	Admin staff PSAs SENDCO	Ongoing	A record will be made of everyone needing alternative delivery. Parents receive information in a format which is accessible to them.
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia and accessible information Staff write letters to parents in a manner which is accessible.	Class teachers Admin staff PSAs SENDCO	Ongoing	Parents receive information in a format which is accessible to them.

Provide information in other languages.	Translation service available on the website. Written information to be provided in other languages when requested. Translators to be available when required.	All staff	Ongoing	Parents feel confident to access their child's education. Pupils and/or parents feel supported and included.
Raise staff awareness of good communication systems for pupil information and the specific needs of all children.	Awareness of targeted groups raised through ongoing meetings and record keeping. Transition meetings where thorough pupil information is forwarded. Pupil passports including strategies that support.	All staff	Ongoing	School is more effective at meeting the needs of all children.

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 Governing Body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy.