



# HEADLEY PARK

## PRIMARY SCHOOL

### Headley Park Primary School Policy Documentation

### Policy: Accessibility Plan

Responsibility for review: Local Governing Body  
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## 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.

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 pupils, parents, staff, governors of the school and The Cathedral Schools Trust.

## 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.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice - you will need to adapt it to suit your school's context.

| AIM                                                            | CURRENT GOOD PRACTICE<br>Include established practice, and practice under development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | OBJECTIVES<br>State short, medium and long-term objectives                                                                                                                                                                                                                                                                                                                                                                       | PERSON RESPONSIBLE                                                                     | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> <li>Our school offers an ambitious and rigorous curriculum for all pupils, which is differentiated and/or scaffolded for pupils who require additional support</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul> | <p>Ensure due consideration is given when purchasing new resources to the principles of inclusion and promotion of positive images.</p> <p>There are planned opportunities in the curriculum to challenge and explore children's views and understanding of inclusion and equality within their local community and the wider world.</p> <p>Access to alternative methods of communication – such as Makaton and Visual aids</p> | <p>Head teacher<br/>SENDCO<br/>Class Teachers<br/>TAs<br/>LSAs<br/>Curriculum team</p> | Ongoing                     | <p>Audit of resources and signs / notices shows all groups included equalities groups are represented positively.</p> <p>All children have equality of opportunity and are valued.</p> <p>Children understand the principles of inclusion and issues surrounding the prevent duty and can articulate their views and challenge prejudice or unfair behaviours.</p> <p>All children are able to communicate their needs and where appropriate express their opinions.</p> |

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|                                                         | <ul style="list-style-type: none"> <li>● We seek advice from relevant services (e.g. Occupational Therapy, Sensory Support Service).</li> <li>● Historically, Top Up applications were made if additional funding was needed to meet the needs of a pupil with physical or sensory impairment needs. This will transition to EHCP or Early Intervention Funding in line with the LA changes to funding arrangements.</li> </ul> | <p>To increase the provision of facilities in the school</p> <ul style="list-style-type: none"> <li>● To provide hoist access</li> <li>● To provide dedicated space for physio related facilities</li> </ul> <p>Maintain access and designated disabled parking space.</p> <p>School is aware of access needs of children, staff, families and community users.</p> <p>School is aware of medical needs of</p> | <p>SENDCO<br/>Business Manager<br/>Headteacher<br/>Class Teachers<br/>Site Manager</p> | Ongoing | All stakeholders and pupils' access needs are met. |
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>● Lifts</li> <li>● Wheelchair ramp access where applicable</li> <li>● Disabled parking bay</li> <li>● Disabled toilets and changing facilities</li> <li>● Library shelves at wheelchair-accessible height</li> </ul>                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                        |         |                                                    |

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| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>● Internal signage</li> <li>● Large print resources</li> <li>● Braille (if required)</li> <li>● Induction loops</li> <li>● Pictorial or symbolic representations</li> </ul> | <p>children and knowledge of support needed.</p> <p>Wheelchair and mobility scooter access to all classrooms.</p> <p>Ensure all fire exits and evacuation procedures are accessible.</p> <p>Changing facilities are serviced once a year.</p> | <p>Headteacher</p> <p>Class Teachers</p> <p>School Admin</p> <p>Site Manager</p> | Ongoing | <p>All children are regularly completing homework and this is supporting their learning.</p> <p>All families are well informed of events and dates for their children.</p> <p>All families are able to read the information that is being sent home</p> |
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|  |  |  | Ensure all families are able to access written information. |  |  |  |
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## **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:

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