



Howe Dell Primary School

Accessibility Plan

2023-2026

Date of policy: June 2023

Review date: June 2026

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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 (please refer to our school Equality Scheme and Equality Statement for further information on this).

At Howe Dell, we believe in Equity. We are proud to be an inclusive school who strive to achieve the best outcomes for each individual child in our care, at our school. Our school provides a broad and balanced curriculum for all our children. We do our very best to ensure that barriers to learning are identified at the earliest stage, as we believe that early intervention is vital in helping our children succeed and fulfil their potential. If a child has an identified Special Educational Need or Disability and/or barriers to learning, we aim to create an environment to meet that need in order for them to thrive.

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. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is an action plan detailing how the school will address the priorities identified in the plan. The plan will be made available online on the school website, and paper copies are available upon request.

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, 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.

TARGETS	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALE	OUTCOMES
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our curriculum is adapted to meet the needs of all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. 	<p>Short term</p> <p>Increase staff knowledge and understanding of supporting children with additional needs.</p>	<ul style="list-style-type: none"> Assign designated time via channels such as INSET Days and weekly Staff CPD meetings Undertake audit of staff training needs. Arrange training for staff using external agency resources / training offers and materials. 	AHT for Inclusion / Inclusion Team where delegated by AHT.	Annually	Increased staff confidence in meeting the needs of all learners.
		<p>Medium term</p> <p>Review specific areas of the curriculum to ensure equal accessibility for disabled pupils.</p>	<ul style="list-style-type: none"> Ensure disability and equality is explicitly embedded within the PSHE curriculum using Jigsaw resources. Ensure children with a disability are able to access all areas of the PE curriculum alongside their peers. Termly Club Analysis to review participation of all learners. Provide specific resources where necessary to support children with a disability in accessing an area of the curriculum. 	PSHE Subject Leader PE Subject Leader Community and Partnerships Manager Class teachers/ SLT	Autumn Term 2023 Termly Daily	Equality of accessibility reviewed and planned for in all curriculum areas.

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	<ul style="list-style-type: none"> Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. 	<p>Long term</p> <p>Increase staff confidence (class teachers and support staff) in scaffolding the curriculum for all learners to ensure there are 'No Outsiders'.</p>	<ul style="list-style-type: none"> Exploring use of current scaffolds –strengths and areas for development and developing current practice. Termly Learning Walks undertaken by AHT for Inclusion/Governors/HT CPD opportunities provided for all staff when required to support scaffolding. Attend SENCo cluster meetings – scaffolding 	AHT for Inclusion	Termly	Raised confidence of staff in strategies for scaffolding, higher aspirations for children and increased pupil participation
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Ramps Elevator Corridor width 	<p>Short</p> <p>All staff aware of the access needs of children and staff with a disability.</p>	<ul style="list-style-type: none"> Risk assessments to be written for individual staff members and children where required PEEPs written for individual children Staff aware of EHCP's relating to children with a physical disability 	AHT for Inclusion / Facilities Manager AHT for Inclusion	Annually	<p>All children safeguarded during an emergency situation</p> <p>Specific needs for individual learners are met.</p>

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Improve and maintain access to the physical environment	<ul style="list-style-type: none"> Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair-accessible height 	<p>Medium</p> <p>Ensure all common school facilities are accessible to children and staff.</p>	<ul style="list-style-type: none"> Ensure all corridors are kept clear of cupboards and other equipment that could be stored elsewhere. Classroom organization considered by class teachers and changed accordingly. Ensure facilities are at children's eye level where possible and can be easily accessed by children (EYFS classrooms/ books upon book shelves supporting reading in KS1/KS2. 	All staff (whole school approach)	Daily	School environment safe and accessible for all children and staff.
		<p>Long</p> <p>Ensure a consistent approach in improving signage for visually impaired children/staff/visitors.</p>	<ul style="list-style-type: none"> Provide and display enlarged font of resources to support visually impaired children/staff. Meet the needs of all learners where required (particularly in KS1 corridor / Year 3 classrooms from Autumn Term 2023. Make reasonable adjustments for staff with visual impairments where required with consideration of enlarged font and deployment within classroom e.g. considerations where a staff member sits. 	Year 3 team KS1 Phase Lead Facilities AHT for Inclusion	Daily Termly Daily	Curriculum, resources and classroom environment accessible to all children and staff, including those with a visual impairment.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible.	<p>Short</p> <p>Ensure all staff are aware of guidance on accessible formats.</p>	Distribute Hertfordshire guidance on 'Good Practice in Accessible Formats and Editorial Guideline' to staff.	AHT for Inclusion	Annually	Staff to be knowledgeable on how to produce routine information to children in more accessible ways.

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	This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille signs • Pictorial or symbolic representations • Visual cue cards • Makaton 	Medium Ensure school website is equipped with information relating to the ensuring the safety of staff, pupils and visitors in school	Review website to ensure that statutory documentation complies with HCC PDFs and documents – keeping things accessible Hertfordshire County Council	AHT for Inclusion SLT	Annually	Increased safety of children, staff and visitors.
		Long Ensure clear channels of communication and recording with parents/carers relating to a child/parent disability	Provide support on an individual basis for parents and carers to ensure there are no barriers to access to new school MIS, Arbor, and via school policies such as the Inclusion Policy/ Health and Safety Policy.	AHT for Inclusion School Office Team	Annually	Improved access to information for parents & carers with a disability

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 Senior Leadership Team and Full 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
- Inclusion Policy
- Supporting pupils with medical conditions policy

