

Accessibility plan

Halifax Primary School



Approved by:	Anita Krishna	Date: [Date]
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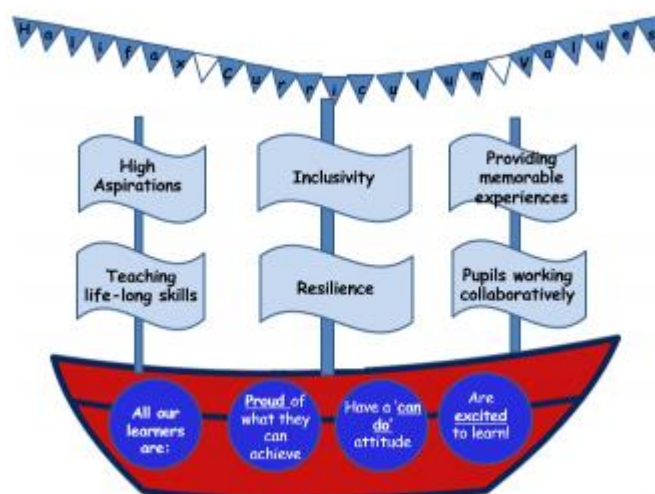
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1. Aims

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.



-At Halifax, we welcome children with different backgrounds and we ensure our curriculum is highly inclusive so all children, including those who have additional needs, enjoy their education and make good progress in all subjects (Curriculum intent document).

-We also pride ourselves on giving an opportunity for EVERY child to participate in an extracurricular club. We have clubs running every day after school plus lunchtimes (Curriculum intent document).

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, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>There is a focus on Oracy and teaching vocabulary to support access to the curriculum</p> <p>Curriculum progress is regularly tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are</p>	<p>All pupils will be making progress that is reflective of their potential, this will be evident in their learning behaviors and books.</p> <p>All pupils will be engaged in their learning.</p> <p>All children will have the opportunity to experience a language rich environment</p> <p>Gaps in learning will be identified at the earliest opportunity and effective provision be put in place</p>	<p>Termly pupil progress meetings, regular phase meetings and discussion with the SENDCo continue to inform the curriculum and provision on offer.</p> <p>Development of a language spine.</p> <p>Developing the teaching of vocabulary within the classroom</p> <p>Continue to monitor interventions, ensure pupils have access to a broad and balanced</p>	<p>Senior leadership and teachers.</p> <p>English leads, Oracy lead, SENDCo, teachers.</p> <p>SENDCo, Senior leaders</p>	<p>Ongoing</p> <p>Summer 2021</p> <p>Ongoing</p>	<p>All pupils to be making progress at the expected level.</p> <p>Pupils to have access to learning at the appropriate 'stage'</p> <p>All members of staff to have a good knowledge of the needs of the pupils</p>

	<p>appropriate for pupils with additional needs.</p> <p>A range of interventions are run and closely monitored to ensure pupils have their learning needs met at the earliest opportunity.</p> <p>The SENDCo works with a range of external professionals to ensure pupils needs are met</p> <p>CPD opportunities for staff include are reflective of the needs of the pupils.</p>	<p>to ensure progress</p> <p>Personalised programs are followed as required</p> <p>All staff to be aware of pupils needs and to be confident in supporting pupils to meet their potential</p>	<p>curriculum.</p> <p>Continue to refer to external agencies as appropriate</p> <p>CPD cycle to be continually monitored</p>	<p>SENDCo</p> <p>Senior Leaders</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>under their direct supervision i.e class/phase</p> <p>Pupils have access to the services/provision to meet needs</p> <p>Staff to feel knowledgeable and confident in supporting pupils</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Adapted toilets and changing facilities • Library shelves at wheelchair-accessible height • Seeking and following 	<p>-Learning is accessible to all.</p> <p>-All pupils to have access to the areas of the school they need to.</p>	<p>-Ongoing maintenance</p>	<p>-Headship team, SLT, Governors</p>	<p>Ongoing</p>	<p>-All pupils to have easy access (using the shortest route) to all areas of the building.</p> <p>-All pupils to have access to the learning environment with their peers.</p>

	<p>advice and guidance from external professionals</p> <p>Access to the school has been improved, there is a ramp and hand rails on the steps. The school is accessible via a wheelchair height entry system.</p> <p>All new projects to be assessed for suitability for access to all.</p>	<p>All pupils, careers and staff have easy access to the school building.</p> <p>To ensure inclusion</p>	<p>Ongoing maintenance</p> <p>New projects to be discussed by headship/SLT/governors and other relevant stakeholders to ensure a range of knowledge and views are sought</p>	<p>Headship team, SLT, Governors</p> <p>Headship team, SLT, governors</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All members of the community to have access to the school.</p> <p>All stakeholders (pupils, parent/careers/staff/visitors) to have equal opportunity to access opportunities.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources (where needed) • Pictorial or symbolic representations <p>-The school will develop the use of ICT to increase access for pupils with specific difficulties (Clicker 6 and talk tools).</p> <p>-To ensure the classroom environment facilitates optimal language development</p>	<p>To ensure that pupils have visuals to support auditory information</p> <p>Pupils to have alternative means of recording and using written language.</p> <p>All children to have experience of a wide and rich vocabulary. Specific teaching of key language.</p>	<p>Learning walks to monitor</p> <p>CPD, including Clicker</p> <p>Continued staff CPD</p>	<p>SENDCo, Senior leaders</p> <p>SENDCo, English leads</p> <p>SENDCo, Oracy Lead and English leads</p>	<p>Ongoing</p> <p>Summer 2021</p> <p>Ongoing projects currently to be rolled out by Summer 2021</p>	

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 board and Anita Krishna - Head teacher

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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				