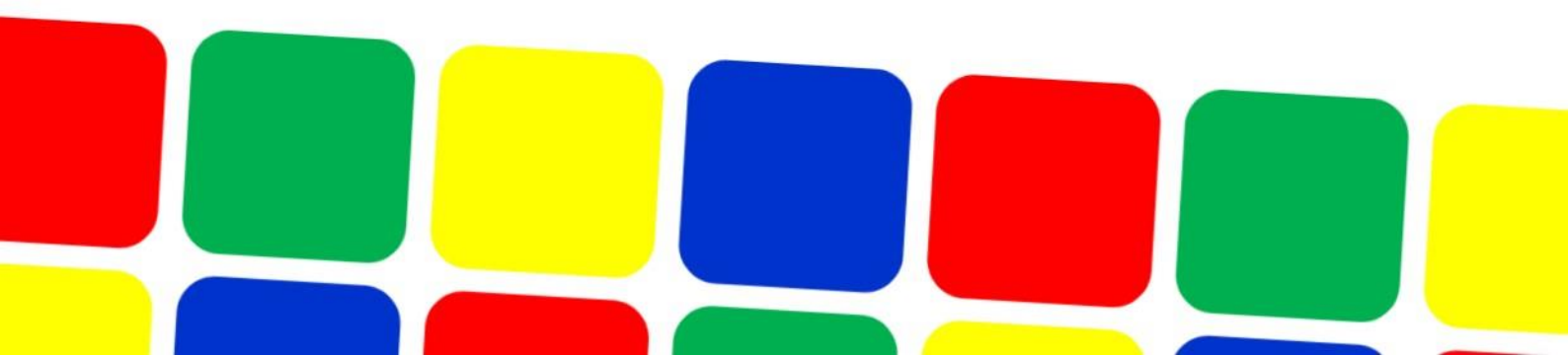




Accessibility Plan

Approved by:	Shoshannah Thompson
Date:	November 2023
Last reviewed:	March 2020
Review date:	November 2026



OUR INTENT

OUR VALUES



OUR VISION

Provide a safe, supportive, and stimulating environment that enables and encourages highest standards of achievement (**ambition**).

Broad, balance and **creative** curriculum which makes the most of the learning opportunities offered by the richness and diversity of the **cultures** and environment on our doorstep.

Provide an **enriched practical** curriculum based on excellence and **enjoyment** that allows for **exploration, enquiry,** and opportunities to ask questions.

OUR AIMS

1

All of our children to become **successful independent** learners.

2

All of our children are equipped with skills and knowledge to meet their current and future needs and **creative** potential.

3

All of our children are **confident** individuals who can live safe and **healthy** lives.

4

All of our children **respect** and value each other's contributions, irrespective of race, gender, religion or ability.

5

All of our children are **self-aware** and able to manage their own behaviour understanding it has an impact on others.

6

All of our children are active and motivated **citizens** within the wider school community.

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Accessibility Plan

1. Legislation and guidance

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in [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 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- S/he has a physical or mental impairment, and
- The impairment 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.

2. Aims and objectives

Halley Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The School is committed to taking a positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the School.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the School within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010) 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum with a reasonable timeframe;
- Improve and maintain access to the physical environment of the School, adding specialist facilities as necessary including improvements to the

physical environment of the School and physical aids to access education within a reasonable timeframe;

- Improve 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 timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

3. Action Plan

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

ACCESSIBILITY PLANNING CODE

- a. Increase access to the curriculum for pupils with disability
- b. Improve and maintain access to the physical environment
- c. Improve the delivery of information to pupils with a disability

AIM	CURRENT GOOD PRACTICE	OBJECTIVES <i>state short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
A. Increase access to the curriculum for pupils with a disability	xxxxxx	<u>Resources & equipment</u> Effective use of resources & specialised equipment to increase access to the curriculum for all pupils <u>Curriculum adaptation</u> Adaptations to the curriculum to	<u>Resources & equipment</u> Strategic deployment of support staff/intervention teacher Use of ICT, eg: Clicker & voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books /	<u>Resources & equipment</u> AHT for SEND and inclusion Finance manager ICT Lead <u>Curriculum adaptation</u> AHT for SEND AHT for teaching and learning	Ongoing	Children in school have fit for purpose resources. Children can use resources to help access curriculum Teachers are confident to independently adapt across the curriculum in a variety of ways

		<p>meet the needs of individual learners</p> <p><u>Pupils with ASD</u></p> <p>Improve educational experiences for pupils who have a diagnosis for ASD or who are on the waiting list for assessment</p>	<p><u>Curriculum adaptation</u> Accessibility to the following when needed: Overlays, pencil grips, adapted pens, chew/fiddle toys, CPG for children new to English.</p> <p>Ensure specialist equipment (eg: hearing aids, glasses) is checked daily and seek advice if needed (eg: from Sensory Support)</p> <p><u>Curriculum adaptations</u> Individual timetables for identified children</p> <p>High needs children to have an 'all about me folder' with all key information, timetables, symbols and programme information</p> <p>Teachers to consider MTP carefully and make adaptations and adjustments at this stage of planning i.e. choose a different core text if needed, plan alternative trips</p> <p>Use of access arrangements for assessment/National tests</p>	<p><u>Pupils with ASD</u></p> <p>AHT for SEND and Inclusion</p> <p><u>Curriculum adaptation</u></p> <p>Deputy headteacher</p> <p>Assistant Headteacher for teaching and learning</p> <p>Subject leaders</p> <p>Teachers</p> <p><u>Pupils with ASD</u></p>	<p>September 2024</p> <p>March 2024</p>	<p>Support staff can confidently adapt lessons in the moment</p> <p>Children on ASDAS waiting list receive support from Phoenix outreach services</p> <p>School works with external agencies to ensure adapted equipment is available and used effectively(including visual impairment, hearing impairment, phoenix outreach, Stephen hawking assistive technology)</p> <p>Children will use their 'all about me' folder independently to organize their day</p> <p>Adaptations are made to MTP to ensure planning overview</p>
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Accessibility Plan

Last reviewed: November 2023 | Review date: November 2026

			<p><u>Pupils with ASD</u> High needs children to have an 'all about me folder' with all key information, timetables, symbols and programme information</p> <p>Regulation/well-being /sensory breaks part of daily routine</p> <p>Functional skills and independence is a focus of a part of their daily timetables</p> <p>Use of access arrangements for assessment/National tests</p>	AHT SEND & inclusion / Teachers/ Support staff	January 2024	<p>meets the needs of individual pupils</p> <p>Staff are atuned to children 'zone colour' and support regulation by using chosen strategies</p> <p>Identified children access personalized timetables moving through their day with minimal support</p>
A. Increase access to the to the curriculum for	<p>Chromebooks used for whole class lesson</p> <p>Some access for personal computers</p>	<p><u>Technology</u></p> <p>To improve access to assistive technology where a specific need has been identified</p>	<p><u>Technology</u></p> <p>Key children have chromebooks or ipads to use specifically for them</p>	<p><u>Technology</u></p> <p>AHT Inclusion and SEND</p> <p>ICT Lead</p>	Summer 2024	<p>Teaching Assistants can use a variety of</p>

<p>pupils with a disability</p>	<p>for children with more complex needs</p> <p>Teaching assistants attend lessons where the person leading is the specialist ict teacher</p>		<p>Teaching assistants have access to programs and devices</p> <p>Teaching assistants have access to support front ICT support team</p> <p>Access the assistive technology for specific children</p>			<p>technology with confidence.</p> <p>Teaching assistants choose appropriate technology based on child's needs</p>
<p>A. Increase access to the curriculum for pupils with a disability</p>	<p>Larger numbers of children on the SEND register accessing after school club</p> <p>Free greggs breakfast club for all giving access to children from Nursery-Year 6 irrespective of need</p>	<p><u>OOSHL</u></p> <p>Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation</p>	<p><u>OOSHL</u></p> <p>Risk assessment will take place where appropriate to ensure safety and effective adjustments are in place</p> <p>Staff running breakfast club have training in various types of special needs (in particular autism, ADHD and learning difficulties)</p>	<p><u>OOSHL</u></p> <p>AHT Inclusion and SEND</p> <p>Pastoral support</p> <p>P.E. Lead</p> <p>Sports coaches</p>	<p>November 2026</p>	<p>Staff use risk assessments to adapt clubs to fit children's needs and safety requirements</p>

A. Increase access to the curriculum for pupils with a disability	<p>Short term planning is differentiated</p> <p>Support for planning is offered to teachers by AHT SEND and Inclusion</p> <p>Some teachers access planning support from SLR/external agencies and have access to Phoenix steps framework</p> <p>A number of identified children have individualized timetable specifically to met their needs</p>	<p><u>Curriculum</u></p> <p>The curriculum and assessment processes are reviewed to ensure that it meets the needs of all.</p> <p><u>Assessment & reporting</u></p> <p>Use appropriate assessment tools and activities for children working pre-key stage</p> <p><u>Important information</u></p> <p>SEND and medical information is up to date and fit for purpose.</p>	<p><u>Curriculum</u></p> <p>Subject monitoring highlights</p> <p><u>Assessment & reporting</u></p> <p>Phoenix steps assessment for identified children is in place and carried out termly</p> <p>Phoenix step assessment is used to support effective planning at the child's level</p> <p>Phoenix steps assessments supports how teachers report to parents</p> <p><u>Important information</u></p> <p>Audit - SEND & medical register and information regularly updated and parents encouraged to seek care plan reviews.</p>	<p><u>Curriculum</u></p> <p>AHT Inclusion and SEND</p> <p><u>Assessment & reporting</u></p> <p>AHT Inclusion and SEND</p> <p>Deputy Headteacher</p> <p>Headteacher</p> <p>AHT for teaching and learning</p> <p><u>Important information</u></p> <p>AHT for Inclusion and SEND</p> <p>Pastoral support</p>	<p>Summer 2024</p> <p>November 2023</p> <p>December 2023</p>	<p>Subject coordinators can identify how their subject needs to be improved to become more accessible and takes steps to support staff in doing so</p> <p>Staff can access vital information with ease by using medical tracker or CPOMS</p>

		<p><u>Transitions</u></p> <p>Effective communications with nurseries and schools to provide a quality transition.</p> <p><u>Training</u></p> <p>Training for staff on increasing access to the curriculum for all learners and removing potential barriers</p>	<p><u>Transitions</u></p> <p>To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs.</p> <p><u>Training</u></p> <p>Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 sessions with teachers</p>	<p><u>Transitions</u></p> <p>AHT for Inclusion and SEND</p> <p>Teachers from current school</p> <p><u>Training</u></p> <p>Appraisers</p>	<p>Summer 2023</p> <p>Ongoing</p>	<p>Children can move between classes with minimal dysregulation and have resources and timetables adapted to support transition</p> <p>Appraisers are confident to identify useful and personalized external training</p>
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<p>B. Improve and maintain access to the physical environment</p>	<p>Playgrounds are accessible for wheelchairs</p>	<p><u>Exterior School</u> Maintain safe access around exterior of school</p>	<p><u>Exterior School</u> Ensure all areas are safe and equipment is functional. Carry out regular health and safety assessments.</p>	<p><u>Exterior School</u> Gregg</p>	<p>Present – November 2026</p>	<p>All children can access the school building and where appropriate independently use equipment and resources</p>	
	<p>There is specifically designed accessible play equipment (roundabout, wobbly bridge) in KS1 playground</p>	<p><u>Interior School</u> Maintain safe access around interior of school</p>	<p><u>Interior school</u> Ensure all areas are safe and cleared to ensure children are safe and walkways</p>	<p><u>Interior school</u> Gregg Teachers</p>			<p>Children can use visuals to support them organizing their day</p>
	<p>The vast majority of children with disabilities are observed talking to or playing with other peers at playtimes</p>	<p><u>Playtimes</u> Ensure all children feel safe and involved at playtimes</p>	<p>Visual timetables in all classrooms</p> <p>Seating plans are carefully considered in relation to the needs of the children</p>	<p><u>Playtimes</u> Bethan and action teams</p>			<p>January 2024</p>
<p>Interventions based on access and enjoyment at playtimes are running</p>		<p>Sports coaches provide accessible games to play at lunchtimes & to identify children who are not engaged in play and may need intervention</p>	<p>Sports coach</p>	<p>November 2023</p>	<p>Learning hub is used to maximum capacity</p>		
		<p>Where specifically identified social and</p>					

		<p><u>Learning hub</u> Sensory space and small groups space is used for for maximum potential</p>	<p>friendship interventions to be set up</p> <p><u>Learning Hub</u> Children to use the hub for Sensory regulation Children to access hub for small group sessions</p> <p>Hub to be carefully timetabled for maximum use</p> <p>Staff to be taught how to use the equipment</p>	<p><u>Learning Hub</u> Shan Hardy / teachers</p> <p>All</p>	<p>Termly in pupil progress meetings</p> <p>Ongoing</p>	
<p>C. Improve the delivery of information to pupils with a disability.</p>	<p>School has widget subscription</p> <p>Many teachers know how to use widget and use the online resource</p> <p>External agencies and inclusion and SEND</p>	<p><u>Availability of information</u></p> <p>Improve availability of information for parents collect Key content published on school website Provided</p>	<p><u>Availability of information</u></p> <p>Monthly newsletter emailed to parents– display appropriate leaflets for parents/ children. Use widget and images in leaflets to support written information.</p>	<p><u>Availability of information</u></p> <p>Shoshannah Thompson</p>	<p>Monthly</p>	<p>Parents can use information to support their child to organize their school life</p>

	<p>lead uses widget regularly</p>	<p><u>Intervention information</u></p> <p>Information about interventions, what they are and how they are run is accessible to all including parents and children</p> <p><u>Key information for children</u></p> <p>Review documentation on website to check accessibility for parents</p>	<p><u>Intervention information</u></p> <p>Intervention menu with information, links, images and videos is accessible from school website for parents and children</p> <p>Key professionals carry out parent workshops to share aims, procedure and resources so they in turn can support their children</p> <p><u>Key information for children</u></p> <p>Pupils with special needs to be given a social story for key events such as trips or transition events. Children to be provided with calendars for school holidays to count down days to support preparation of end of or returning to school.</p>	<p><u>Intervention information</u></p> <p>Shan Hardy</p> <p>Shan Hardy</p> <p><u>Key information for children</u></p> <p>classteachers</p>	<p>Update termly</p> <p>Termly programme</p> <p>When needed for school trips and holidays</p>	<p>Parents can talk about interventions their children access and what they involve</p> <p>Children feel prepared for holidays and trips</p>
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4. Monitoring arrangements

School Governors are accountable for ensuring the implementation and review of the plan. The Accessibility Plan will be monitored through the Finance and General Purposes Committee. The current action plan is valid for a period of three years.

5. Links to other policies

The Accessibility Plan should be read in conjunction with all statutory documents and policies including the following School policies and strategy documents:

- Equalities Policy
- Risk Assessment Policy
- Health and Safety Policy
- Special Education Needs Policy & SEND Report
- Supporting pupils with medical conditions policy
- Emergency Plan
- Teaching and Learning Policy
- Behaviour for Learning Policy
- Curriculum Policies
- School Development 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, this procedure sets out the process for raising these concerns.