

Accessibility plan

Henley Green Primary school



Approved by: 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.

Henley Green Primary School adopts an inclusive curriculum and maintains an inclusive environment for all pupils. The SENDCo is responsible for ensuring that the appropriate provision, whether this be environmental, resources or academic support is implemented to ensure all pupils can achieve their full potential.

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.

This plan should be read in conjunction with Coventry Local Authority's Accessibility Strategy 2019-21 (Appendix 1).

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.

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

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.

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
<p>Increase access to the curriculum for pupils with a disability</p>	<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>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Ongoing monitoring of teaching and individual support to ensure it meets the needs of all pupils.</p> <p>SENDCo liaises with agencies to implement recommended strategies. These include: The Occupational Therapy Service, The Sensory Support Service, Physiotherapy, SEMHL and The Educational Psychology Service.</p> <p>Pupils' progress is monitored termly with additional review meetings of Passports to Progress.</p>	<p>Monitoring of teaching.</p> <p>Planning meeting held with agencies termly with ongoing review meetings where appropriate.</p> <p>Passport to Progress meetings, Pupil Progress meetings & Early Help support in monitoring pupils' progress.</p> <p>Relevant staff training delivered throughout the year.</p>	<p>SENDCo</p>	<p>Ongoing throughout the year.</p>	<p>Staff ensure that teaching takes account of all pupils' needs to enable them to make progress.</p> <p>All pupils make expected levels of progress in relation to their level of needs.</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 (where appropriate) • Elevator • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>The environment meets the needs of all learners including those with visual and physical disabilities.</p>	<p>Health & Safety meetings consider the needs of pupils within the school.</p> <p>Audit of learning environments to meet the needs of all pupils.</p>	<p>Health & Safety manage/ site officer/ SENDCo.</p>	<p>Ongoing throughout the year.</p>	<p>All pupils are able to access all areas of the school and participate in all activities.</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.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille if appropriate • Pictorial or symbolic representations • Audio support used where appropriate • Translated induction materials and interpretation. 	<p>School is able to communicate effectively with all pupils and parents.</p>	<p>SENDCo reviews the needs of pupils in the current cohort and ensures that appropriate measures are taken for effective communication.</p>	<p>SENDCo</p>	<p>Ongoing throughout the year.</p>	<p>All pupils and parents are able to communicate effectively.</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 Head Teacher and 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

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	2 storey building with a 2 floor staircase.	Pupils made aware of safety on the stair case. Regular review of safety in this area.	Staff Site Officer	Ongoing
Corridor access	Wide corridor access with some teaching areas built within this.	Regular monitoring of furniture in these areas to ensure accessibility. Review of corridor area for wheelchair user.	Site officer	Ongoing with daily monitoring

Lifts	Lift to second floor, key kept in SLT officer for Health and Safety.	Regular maintenance of the lift	Site officer/ contractors	Ongoing
Parking bays	Disabled parking bay allocated on site	None needed	Site officer	
Entrances	Wide doors provide accessibility.	Review of entrances for wheelchair user	SENDCo	Ongoing
Ramps	Ramp in outdoor environment to provide alternative access from stairs.	No action needed. Review of pupil needs in stair areas.	SENDCo	Ongoing
Toilets	Disabled toilet provided on site. Changing area also available.	Additional 'toilet step' to be provided for wheelchair user in KS2	SENDCo	Ongoing
Reception area	Large area providing access for all. No stepped areas.	Regular monitoring of safety-obstacles in this area.	Site officer.	Ongoing
Internal signage	Internal signage throughout the school	SENDCo to monitor pupil needs-larger font to be used if needed.	SENDCo	Ongoing
Emergency escape routes	PEEPs written when appropriate for pupil needs. Staff consider the layout of furniture to ensure access to escape routes. All routes complete with signage.	SENDCo to review the layout of classrooms for wheelchair users in consultation with Occupational Therapist.	SENDCo	Ongoing