

Last reviewed: November 2023

To be reviewed: Tri-annually

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Ratified by the Governors: To be ratified at November meeting 2023

Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. 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:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head and will be monitored at Horton Grange Primary School by the head teacher and evaluated by the Governing Body.

At Horton Grange Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Aims

Our aims are to:

- Ensure that our curriculum is broad, balanced and accessible to all pupils;
- Ensure that all pupils feel valued, included and have equality of opportunity;
- Ensure that the school is fully accessible;
- Fulfill our obligations under The Special Educational Needs and Disability Act 2001 and Special Educational Needs and Disability Code of Practice: 0 - 25 years January 2015.

Consultation

This plan takes account of the views of:

- Pupils;
- Governors;
- Staff;
- School Site Consultant;
- The parents of pupils with physical needs;
- The Local Authority where applicable.

Key Objectives

Our Key Objectives are to:

- Extend access to the curriculum for pupils with SEND where appropriate;
- Monitor progress in improving inclusion;
- Implement a well-constructed accessibility plan that responds to individual pupil needs and proactively plans for the future taking into account value for money;
- Improve physical access to school;

- Ensure that written information from the school is accessible to all.

Pupil data

We recognise the on-going need to monitor and plan effectively for the presence of pupils with physical needs in the school, the pattern of their participation in the life of the school and the impact of our provision upon pupils with physical needs. In particular, during the lifetime of this plan we will monitor and plan for:

- The specific needs of disabled pupils coming into the school;
- Patterns of attendance and exclusion;
- The participation of disabled pupils in off-site activities;
- Time-tabling;
- The administration of medicines;
- The physical environment of the school.

Key outcomes

- Detailed information about all pupils gained from systematic and detailed analysis of pupil progress data showing how well physical needs pupils are accessing the curriculum;
- A clear assessment of the current National Curriculum AREX including those with physical needs or equivalent and of the full range of pupils;
- Participation in extra-curricular activities.

Training

We recognise the need for adequate and appropriate training for staff in order to best support and meet the needs of pupils with physical needs. During the lifetime of this plan, we aim to work in association with Bradford Council to increase staff training and awareness of SEND and to develop our partnerships with other children's services agencies.

Key outcomes

- Enhance staff SEND training and awareness

Curriculum

We recognise that physical needs pupils need access to the formal taught curriculum of the school, but also to activities within and beyond the school day. These include:

- Recreation;
- Movement around the school;
- Sports days;
- Extra-curricular activities: breakfast clubs, after-school clubs;
- School trips.

Curriculum development will be planned over the life of the accessibility plan and will be coordinated with the priorities in the School Improvement Plan. It will draw on the expertise of external partners, for example: speech and language specialists, educational psychologists.

See SEND & Inclusion Policy/ Administration of Medications Policy/ Attendance Policy

Key outcomes

- High expectations;
- Appropriate deployment of learning support;
- Effective pupil grouping designed to best meet learning needs;
- Peer support.

Physical Environment

We recognise that the physical environment of the school has a differential impact on access for different groups of pupils, including the physical needs. Different aspects of the physical environment will be considered in relation to different groups of pupils. The annual

programme of works detailed in the Asset Management Plan will reflect the identified priorities, this will include actions designed to meet the specific needs of individual pupils.

Key outcomes

- Improvements to lighting, signage and colour contrast;
- Floor coverings;
- Improvements to toilets, washing and changing facilities;
- Improvements to the layout of the playground;
- The provision of additional ramps;
- The provision of particular furniture and equipment to meet individual pupil needs.

Monitoring and Evaluation

The Governing Body acknowledges its role in formulating, implementing and monitoring the school accessibility plan and sets a clear direction for it. The plan will be discussed by the Governing Body annually and will be reviewed and revised accordingly. The plan will be monitored in conjunction with school policies, the Asset Management Plan and the School Improvement Document. These documents are updated annually and detail the key actions, timescales, roles and responsibilities that contribute to the execution of the Accessibility Plan.