

Harrow Lodge Primary School



ACCESSIBILITY PLAN

REVIEWED:	Spring 2024
APPROVED (L&M):	Summer 2024
EFFECTIVE PERIOD:	Summer 2024-Summer 2027
DUE FOR REVIEW:	Spring 2027
RESPONSIBLE PERSON:	MRS S BOYES

SIGNED BY CHAIR OF GOVERNORS:



This accessibility plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs; to challenging negative attitudes about disability and accessibility, developing a culture of awareness, tolerance and inclusion. Equality of access hinges not on treating all in the same way, but on taking positive action to make reasonable adjustments to redress the inequalities faced by some pupils and to promote positive attitudes towards people with disabilities.

Harrow Lodge Primary School provides a broad, deep and relevant curriculum, which is progressive across the years, appropriate in terms of continuity and responsive to the needs of the individual child's ability and potential. We provide a broad and deep curriculum responsive to each child's abilities and potential. Teachers work as a team to provide a wide learning experience for the children, which fully meets the requirements of the National Curriculum.

- Harrow Lodge Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
- An Accessibility Plan will be drawn up to cover a three-year period and will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, making reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability area are equally prepared for life as the able bodied peers. 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 aids and equipment, which may assist these pupils in accessing the curriculum
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.

It may not be feasible to carry out some of the actions for physical accessibility during the period of this first accessibility plan and therefore some items will roll forward into subsequent plans.

- The school's complaints procedure covers the Accessibility Plan.
- Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents.
- The Plan will be monitored through the curriculum and the Premises Committees of the Governors.
- The Plan will be monitored by Ofsted as part of their inspection cycle

- We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

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
- SEND policy
- Supporting pupils with medical conditions policy

Approved by: Date

Section 2: Aims and objectives

Our aims are to:

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

The table below sets out how the school will achieve these aims.

Improving the Curriculum Access at Harrow Lodge Primary School

Target	Strategy	Outcome	Responsibility	Timeframe
To review area of differentiation and to raise awareness of class teachers and TA's	Whole school training / inset Liase with SEN department, educational psychologist	Staff confidence increased and able to meet the needs of children with learning difficulties and disabilities (LDD)	Senco	Summer 2019
Out of school activities are planned to ensure, where reasonable the participation of the whole range of pupils	Review all out of school provisions to ensure compliance with legislation	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Senco / HT / office team	On-going
To ensure that all staff (teaching and non-teaching) are aware of disabled children's curriculum access	Organise specific training on relevant disability issues. Set up a system of learning plans for disabled children where appropriate. Share information with all agencies involved with each child	All staff are aware of individual's needs	SENCO	On-going as relevant
All school trips and visits need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	All pupils are able to access all school trips and take part in a range of activities	Class teacher	On-going

Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports Create and use links and opportunities with outside agencies e.g. wheelchair tennis	All pupils are have access to PE and are able to excel	SENCo and PE co-ordinator	On-going as relevant
Ensure that disabled children can take part in lunchtime and after school activities	Discuss with out of school clubs, and club leaders	Disabled children feel able to participate equally in out of school activities.	Club leaders Headteacher	As required
To liaise with pre-school providers and prepare for new intake of children into EYFs	Identify pupils who may need adapted and additional provision	Provision set in place ready for pupils to start	SENCO / Class Teachers	Annually
Ensure that all staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Ongoing

Improving the Physical Access at Harrow Lodge Primary School

Target	Strategy	Outcome	Responsibility	Timeframe
To be aware of the access needs of disabled children, staff, governors, parents and carers	Create access plans for individual disabled children as part of the identification and assessment process	Individual access plans are in place for relevant pupils	SENCO	As required
	To ensure that staff and governors can access areas of the school used for meetings	All staff and governors are confident that their needs are met Parents and carers have full access to the school	Headteacher	On-going
	Annual reminders to parents, carers through newsletters to let school know if there are any problems with accessing areas of the school	Continuously monitored to ensure any need needs arising are met	SENCO / Headteacher	On-going

<p>Ensure all disabled people can be safely evacuated</p>	<p>Ensure there is personal emergency evacuation plan for all disabled pupils</p> <p>Ensure that all staff are aware of their responsibilities in evacuation by being aware of individual children's plans</p> <p>Ensure staff are aware of need to keep fire exits clear</p>	<p>All disabled pupils and staff working with them are safe in the event of evacuation</p>	<p>Headteacher / SENCO</p>	<p>As required</p>
<p>To plan in advance of new academic year which classrooms children will be moving to</p>	<p>Ensure location suitable for physical and cognitive needs of individual pupils e.g if pupil can't access stairs to move classroom base on lower floor</p>	<p>All children to be in suitable locations where reasonably possible</p>	<p>SLT</p>	<p>Early summer term</p>

Improving the delivery of written information at Harrow Lodge Primary School

Target	Strategy	Outcome	Responsibility	Timeframe
Availability of written material in alternative formats when specifically requested, including other languages	Use of speaking emails for parents with visual disabilities Research into current available formats and services for converting written information into alternative formats	The school will be able to provide written information in different and appropriate formats for specific individuals	Senco / ICT team/ office team	On-going
Make available school brochures, newsletters and other information for parents when specifically suggested	Review all current school publications and promote the availability of different formats	All school information available for all who request it.	Senco / HT / Office team	On-going
Ensure accessibility for pupils with visual impairment	Access to enlarged fonts, assessment papers Use of computers with larger fonts Use of coloured overlays, coloured paper	Children able to access written work easier	All staff, assessment co-ordinator	On-going