



Accessibility Plan 2023-2025

Hayward's Primary School



Approved by:

Hayward's Governing Body

Date:

School based policy produced by Andy
Smith and Clare Bedford

Last reviewed on:

November 2024

Next review due by:

November 2025

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	4
4. Monitoring arrangements	9
5. Links with other policies	9
6. Equality Objectives	

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.

'Hayward's Primary School aims to encourage all children to have an equal opportunity to contribute fully to the life and work of the school. We value the importance of the relationship we have with families and work closely together to ensure that our provision is as appropriate as possible for the child. Our aim is that learning should take place in a climate of warmth and support, in which each individual can develop and grow in self-confidence and self-esteem. We also aim to challenge individuals in order for them to achieve their potential. We believe that with the right teaching strategies and support the majority of children with Special Educational Needs and Disabilities (SEND) can be successfully included in mainstream education. The teaching and learning achievements, attitudes and well-being of every pupil matter and should be valued in relation to their own potential, not the achievement of others.'

Hayward's SEND Policy

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.

We have included a range of stakeholders in the development of this accessibility plan, including the Special educational Needs Co-coordinator, any feedback that we have received in our work with pupils and parents that needs addressing, 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	Review
Increase access to the curriculum for pupils with a disability	Care is taken to ensure that children are receiving the most relevant intervention for their key next step. Children receive a range of interventions appropriate for their needs, drawn from agency reports/EHCP. Documentation clearly shows interventions available at Hayward's, the criteria for accessing the intervention and how the intervention will be measured.	Tracking of Interventions are further refined and there are clear entrance and exit points for all SEMH interventions.	KS and AS to design tracking programmes for all Interventions. CB and AS to measure impact of interventions – ensuring a fluid approach to those children who receive the intervention. CB to work with Behaviour Team to ensure that the interventions are tracked effectively – this will be in addition to the key Case Studies that are being produced by support staff.	AS, KS and CB	Autumn 2023	Summer 2025 Interventions are time limited. There is clear evidence (whether through a test result, Boxhall Profile or Case Study) that progress against key objectives have been achieved. As we move to Insight, further work will be done with their advisors in order to improve systems that we are using.	2023-2024 Review Progress has been made with the refining and tracking of SEND based interventions. There is a clear entrance and exit point to the interventions. SLT are working with staff on adapting teaching in order to ensure that children receive interventions as part of the QFT rather than always an additional session. Further work to do on tracking the impact of Behaviour Interventions.
	Rather than having too many occurring at the same time, interventions are now more targeted and there are clear expectations about entrance and exit points. Tracking is also much improved, as is the expectation that interventions are time-limited and focused. Parents are kept informed of the interventions that their children are receiving.	For all staff to be aware (and apply) good quality adaptive within their lessons, across all subjects in the curriculum, ensuring that all learners have appropriate learning tasks.	All staff to receive training on good quality differentiation – inc. activities which enable to make effective progress from their starting point. Video examples to be captured to share good practice that exists across the school/regularly slots within staff meetings allocated to share practical examples of good practice. Staff will look at examples in books where this is being carried out effectively. Staff look at the materials available in the classroom and have a good understanding of how these can be used to support learning – consideration given to Numicon training. Subject Leads (in subject areas other than Maths and English) support teachers in applying adaptive teaching across the curriculum.	AS and CB	Summer 2025	Summer 2025 There is consistency in differentiation. Staff are clear about effective differentiation and how this enhances the learning experience for the child. Resources are being used effectively by children of all abilities. Children are talking confidently about their learning – evidenced in discussion with class teacher and subject leaders. Significant work has been completed, led by the Inclusion Lead, to provide OAIP training in universal and targeted support.	2023-2024 Review Lots of input provided during the 2023-2024 academic year. Staff are working hard to adapt teaching to meet the needs of all pupils. Further work is planned in for 2024-2025 where teaching staff will be engaging with a NASEN delivered programme which supports effective adaptive teaching.

		To review the attainment of pupils with SEND regularly through whole school tracking systems.	· Attainment of SEND children over the year to be analysed termly and through data meeting with HT and Inclusion Lead · Track small steps of progress using the pre-key stage model established for all year groups at Hayward's · My Plans to reflect needs of pupils based on progress made – established between Inclusion Lead and Class Teachers at My Plan writing meetings.	Inclusion Lead and Class Teachers	Ongoing	Summer 2024 Staff are clear about pupils next steps and these are written into My Plans. Regular annotations are made on the plan to check progress against targets and to establish new targets as required. Summer 2025 We continue to refine our approach to tracking the impact of interventions through our new assessment tracker Insight. SEND attainment is a regular discussion point at SLT data meetings and are clearly identified within staff templates for data. My Plans are dynamic, are constantly assessed and are responsive to the needs of pupils. Governor data meetings used each term for accountability and for supporting SLT with ensuring best possible outcomes for all pupils.	2023-2024 There has been significant progress in this area, particularly in the use of My Plans, which have become a more dynamic model and ensures that childrens' targets are accessed more regular, are assessed on a daily basis and are revised more effectively and within a much shorter time scale. Staff confidence when writing good quality My Plans has also grown.
		To ensure that school are kept-up to date about current legislation, LA guidelines and best practice in order to support the SEND needs of individual/groups of pupils.	Inclusion Lead to attend SEND conferences and local networking groups. Inclusion Lead to disseminate to staff/SLT where appropriate. Training links provided to parents, through Early Help, newsletters and flyers. Inclusion Lead to signpost parents/carers as information becomes available.	CB	Ongoing	Summer 2024 Staff are kept up to date on best practice in supporting a range of SEND needs. Summer 2025 Inclusion Lead manages and leads the local SEND networking group. Pupil Summaries have been a useful tool to ensure that staff are consistent in their approach to key pupils. Signposting is consistently used through the newsletter and the website has been improved. Opportunities to meet with families have been timetabled but attendance is inconsistent.	2023-2024 Inclusion Lead has maintained enagement with the local learning community SENDCos. She has set meetings, set agenda and has helped support SENDCos in other local schools. SEND meetings have taken place with staff and a more robust CPD plan is being implemented ahead of the new academic year.

		To introduce a second Hero-Hub for KS1 pupils to support their Literacy provision following their transition out of EYFS.	Inclusion Lead to put together a Hero Hub for pupils in KS1 based in the vacant second mobile classroom. Pupils (3-5) will receive their daily literacy provision led by Inclusion Lead for the autumn term and then taken on by the Y1 HLTA for Spring 2024. Close working between the Y1 class teachers and Inclusion Lead to ensure that there is consistency in the provision being provided.	CB, AS, Y1 teachers, BB.	Autumn 2023	Summer 2024 Key KS1 pupils with SEND needs are well supported during their transition from EYFS into Year 1. Pupils are making progress against their individual learning progress – evident in their My Plans. Summer 2025 The Hub worked so well that we were able to close the hub in summer 2025 and the children returned to provision within the classroom. Transition for 4/5 pupils was very successful and individual support was put in place for pupil 5.	2023-2024 This provision is working extremely well. Pupils are being skillfully supported and the carefully structured sessions are having an impact on the pupils with positive progress being made by all pupils. Assessment records/My Plans are carefully kept to help measure the impact on each pupils educational development.
		PE lead to work with pupils with SEND needs to ensure that the curriculum is fully accessible and to consider further changes that could be made to make it even more so. Within this, consideration will also be given to the range of clubs and opportunities.	PE lead to use some of her subject leadership time to meet with and conference pupils.	HM	Autumn	Summer 2024 SEND pupils are fully included in all aspects of the PE curriculum. Summer 2025 Whilst still improved, we would benefit from further support from specialists to aid adaptive teaching for specific SEND needs.	2023-2024 An ongoing focus for the new academic year.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. Corridors are maintained free for wheelchair access. Disabled toilets are available. Lines are painted regularly to ensure that these can be seen by children/parents with visual impairments. Key areas of the school are all at ground level and can be accessed. Library shelves are at wheelchair height. Where required, specialist advice is	To ensure that the facilities for toilet access are improved in order for pupils SEND needs (Autumn 2024) to be appropriately managed.	Clare is working with the 0-25 team to ensure that necessary funding is provided, ready for the arrival of a new pupil in September 2024.	CB and Inclusion Team	Summer 2024	Summer 2024 All facilities are in place in September 2024 for the needs of a pupil with complex needs.	2023-2024 A specialist Physio Room has been installed in the school. Key staff have been trained in moving and handling and we are in the process of writing a Moving and Handling Policy.
		To consider adjustments that can be made to ensure that pupils, who require wheelchair access, can gain access to all areas of the school.	Risk assessment established for all pupils who use a wheelchair. Governor/H+S/HT walkabouts used to identify possible changes and KB to begin bringing together the required costings.	H+S Governor, H+S Lead, KB, AS and CB.	Summer 2024	Summer 2025 All facilities are in place for all children who use wheelchairs to be able to access key areas of the school grounds. School continues to respond to suggestions made by specialist agencies.	2023-2024 This is reviewed regularly with members of the Specialist Needs Team and adaptations have been made to the school site. This continues to be regular reviewed and we will respond to any advice needed to improve the site.

	acquired to ensure that classrooms are user-friendly (including storage and table-organisation).	To ensure that the acoustics in all classrooms are consistent and that create an environment where there are no barriers to all children accessing the audio information delivered in the classroom.	HT to work with Business Manager to identify the cost of installing sound-dampeners in the classroom https://www.woollyshepherd.co.uk/contact-the-woolly-shepherd/ Anticipated cost - £4700	AS, CB and KB	Summer 2024	Summer 2025 All classroom acoustics are productive to the learning of all pupils. Three classrooms and the school hall now have sound absorbers. Two other classrooms have access to sound field systems.	2023-2024 Audit has been carried out and grant funding application has been made. Staff member has visited an installed local venue and have noted the difference that has been made to the acoustics. Awaiting the outcome of this before proceeding. Funding allocated for this project.
		Maintain access for visually impaired pupils.	School site audited to ensure that all areas are appropriately maintained: Yellow strips on all stairs and clear signs all around school. Renew yellow strips on outside steps regularly. Update signage around school as necessary	KB and caretaker	Autumn 2023	Summer 2025 Site is safe for pupils with visual impairments. Summer plan to update markings.	2023-2024 Still outstanding actions here around the tree areas on the front playground.
Improve the delivery of information to pupils who require additional support	Staff are aware of the importance of modifying texts when required – this could be to enlarge when relevant. Soundfield systems are established in key classrooms to ensure that delivery is clear for all children with an auditory difficulty. School works closely with key agencies to ensure that information is delivered in the most effective manner. Communication in print is used by a tool, in most classrooms, to support understanding. Most classes use a dyslexia friendly font, agreed by all staff, to produce information. Where relevant children from families with SEND learning and disability issues have information presented in alternate forms – this might include verbally, or for the information to be produced in different styles (e.g. large print).	To continue to up-date and improve the school website to ensure information is fully accessible.	Website redesigned/developed and improved over time Checklist completed for all relevant information that needs to be on the website Ensure parents are fully aware of the information available on the website	AS and CB	Autumn 2024	Summer 2025 Parents have access to relevant information and know where this can be located.	2023-2024 Whilst updates have been made. The website could be a more effective tool for supporting families with SEND needs.
		To continue to meet any specific future needs of pupils/families within school	Assess needs and plan accordingly Identify any specialised support needed and seek advice Add to provision maps/risk assessments etc. Staff awareness and training where needed Deployment of Family Support Worker to help meet individual needs of families.	AS and CB	Ongoing	Summer 2025 There are no barriers for families in engaging with school. Where relevant specialist support (e.g. translators) will be employed to support families in engaging effectively with school.	2023-2024 All families, including those with SEND, have access to our Family Support Worker. SEND needs. Inclusion Lead works tirelessly to ensure that specialist support is available to all families. Staff, alongside Inclusion Lead and attend specific workshops to better understand the needs of their SEND pupils.
		Ensure consistency of classroom environment so that when pupils transfer between classrooms, there are consistencies which make the transition easier. This will be linked to consistencies in classroom displays, learning resources and learning packs.	Classroom checklist established in collaboration with staff and SEND specialists and further reading. Learning Walks and Lesson Observations provide regular opportunities for SLT to provide feedback and to identify areas where further improvements need to be made.	AS and CB	Autumn 2023	Summer 2025 Visual environment is consistent across the school. Pupils are comfortable moving between year groups, knowing that there will be consistent expectations between classes. Additional scrutiny has brought consistency across classes. Needs ongoing monitoring. Classroom environment checklist adapted in response to the external DCC SEND audit.	2023-2024 Significant improvement in this area. Audits are regularly undertaken, as part of lesson observations, and feedback given to relevant staff.

	We have systems in place for children which support their hearing need. The school have active working relationships with families and co-ordinate an approach through school and home. We have an active working relationship with the Hearing Impairment Teacher from DCC.	NEW TARGET To work closely with the Hearing Impairment teacher to ensure that children who have hearing aids being supported through the Assisted Listening Device are accessing the curriculum to the best possible standard.	Regular meetings established between the Inclusion Lead, Class Teachers and Hearing Impairment Teacher.	CB	Autumn 2024- Summer 2025	Summer 2025 Regular visits from the Hearing Impairment team have led to improvements in provision and resourcing for pupils. Reports are shared with staff and families. Close monitoring of equipment helps ensure that it does not become a barrier to learning.	
	Provision at Hayward's is good and we support children effectively. The OAIP framework is new to Devon and new to us.	NEW TARGET To support staff in understanding and being able to implement the new Ordinarily Available Inclusive Provision (OAIP) introduced by Devon County Council (DCC)	Inclusion Lead to attend training. Inclusion Lead to disseminate training to all staff. Inclusion Lead to identify the strand of the OAIP that we will be focusing on this year. Inclusion Lead to speak with support staff at the Support Staff Meeting. Inclusion Lead to actively promote the use of the document through My Plan meetings and in consultation discussions with staff.	CB and all staff	Autumn 2024- Summer 2025	Autumn '24 Staff meeting on 26th September introduced all teaching staff to the new document OAIP. Audited OAIP looking at the strand Teaching and Learning. The OAIP was discussed at the learning community meeting and all SENDCo agreed to continue to look at the strand Teaching and Learning and continue to share good practice through the Network meetings. Spring '25 The OAIP framework has been shared with teachers again through the staff meeting agenda linked to adaptive teaching. This is focusing on why and how we can support as a whole school and within classrooms. Clare (Inclusion Lead) has continued to audit the OAIP framework as well as asking other leaders to audit the 'Transition and Belonging' strand focusing on Y6 and EYFS transition points. Summer '25 Staff meeting on OAIP targeted framework was delivered to teaching staff on 1st July with a reminder about the website and use for OAIP for all. Clare has directed teachers to continue to have a look and use the strategies that are suggested. The SEND review highlighted that OAIP across the school was being embedded at a universal level and there is a consistent approach to classroom expectations, use of resources and visuals.	

4. Monitoring arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Hayward's 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
- Supporting pupils with medical