



# Accessibility Plan

## Hayward's Primary School



**Approved by:**

Hayward's Governing Body

**Date:**

School based policy produced by Andy  
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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.

'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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Care is taken to ensure that children are receiving the most relevant intervention for their key next step.</p> <p>Children receive a range of interventions appropriate for their needs, drawn from agency reports/EHCP.</p> <p>Documentation clearly shows interventions available at Hayward's, the criteria for accessing the intervention and how the intervention will be measured.</p>	<p>Tracking of Interventions are further refined and there are clear entrance and exit points for all SEMH interventions.</p>	<p>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.</p> <p>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.</p>	<p>AS, KS and CB</p>	<p>Autumn 2023</p>	<p>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.</p>	
	<p>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.</p> <p>Parents are kept informed of the interventions that their children are receiving.</p>	<p>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.</p>	<p>All staff to receive training on good quality differentiation – inc. activities which enable to make effective progress from their starting point.</p> <p>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.</p> <p>Staff will look at examples in books where this is being carried out effectively.</p> <p>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.</p> <p>Subject Leads (in subject areas other than Maths and English) support teachers in applying adaptive teaching across the curriculum.</p>	<p>AS and CB</p>	<p>Summer 2025</p>	<p>There is consistency in differentiation.</p> <p>Staff are clear about effective differentiation and how this enhances the learning experience for the child.</p> <p>Resources are being used effectively by children of all abilities.</p> <p>Children are talking confidently about their learning – evidenced in discussion with class teacher and subject leaders.</p>	

		To review the attainment of pupils with SEND regularly through whole school tracking systems.	<ul style="list-style-type: none"> <li>Attainment of SEND children over the year to be analysed termly and through data meeting with HT and Inclusion Lead</li> <li>Track small steps of progress using the pre-key stage model established for all year groups at Hayward's</li> <li>My Plans to reflect needs of pupils based on progress made – established between Inclusion Lead and Class Teachers at My Plan writing meetings.</li> </ul>	Inclusion Lead and Class Teachers	Ongoing	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.	
		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.	<p>Inclusion Lead to attend SEND conferences and local networking groups.</p> <p>Inclusion Lead to disseminate to staff/SLT where appropriate.</p> <p>Training links provided to parents, through Early Help, newsletters and flyers. Inclusion Lead to signpost parents/carers as information becomes available.</p>	CB	Ongoing	Staff are kept up to date on best practice in supporting a range of SEND needs.	
		To introduce a second Hero-Hub for KS1 pupils to support their Literacy provision following their transition out of EYFS.	<p>Inclusion Lead to put together a Hero Hub for pupils in KS1 based in the vacant second mobile classroom.</p> <p>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.</p> <p>Close working between the Y1 class teachers and Inclusion Lead to ensure that there is consistency in the provision being provided.</p>	CB, AS, Y1 teachers, BB.	Autumn 2023	<p>Key KS1 pupils with SEND needs are well supported during their transition from EYFS into Year 1.</p> <p>Pupils are making progress against their individual learning progress – evident in their My Plans.</p>	
		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	SEND pupils are fully included in all aspects of the PE curriculum.	
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.	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	All facilities are in place in September 2024 for the needs of a pupil with complex needs.	

	<p>Disabled toilets are available.</p> <p>Lines are painted regularly to ensure that these can be seen by children/parents with visual impairments.</p> <p>Key areas of the school are all at ground level and can be accessed.</p> <p>Library shelves are at wheelchair height.</p> <p>Where required, specialist advice is acquired to ensure that classrooms are user-friendly (including storage and table-organisation).</p>	<p>To consider adjustments that can be made to ensure that pupils, who require wheelchair access, can gain access to all areas of the school.</p>	<p>Risk assessment established for all pupils who use a wheelchair.</p> <p>Governor/H+S/HT walkabouts used to identify possible changes and KB to begin bringing together the required costings.</p>	<p>H+S Governor, H+S Lead, KB, AS and CB.</p>	<p>Summer 2024</p>	<p>All facilities are in place for all children who use wheelchairs to be able to access key areas of the school grounds.</p>
		<p>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.</p>	<p>HT to work with Business Manager to identify the cost of installing sound-dampeners in the classroom</p> <p><a href="https://www.woollyshepherd.co.uk/contact-the-woolly-shepherd/">https://www.woollyshepherd.co.uk/contact-the-woolly-shepherd/</a></p> <p>Anticipated cost - £4700</p>	<p>AS, CB and KB</p>	<p>Summer 2024</p>	<p>All classroom acoustics are productive to the learning of all pupils.</p>
		<p>Maintain access for visually impaired pupils.</p>	<p>School site audited to ensure that all areas are appropriately maintained:</p> <p>Yellow strips on all stairs and clear signs all around school. Renew yellow strips on outside steps regularly. Update signage around school as necessary</p>	<p>KB and caretaker</p>	<p>Autumn 2023</p>	<p>Site is safe for pupils with visual impairments.</p>
<p>Improve the delivery of information to pupils who require additional support</p>	<p>Staff are aware of the importance of modifying texts when required – this could be to enlarge when relevant.</p> <p>Soundfield systems are established in key classrooms to ensure that delivery is clear for all children with an auditory difficulty.</p> <p>School works closely with key agencies to ensure that information is delivered in the most effective manner.</p> <p>Communication in print is used by a tool, in most classrooms, to support understanding.</p> <p>Most classes use a dyslexia friendly font, agreed by all staff, to produce information.</p> <p>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).</p>	<p>To continue to up-date and improve the school website to ensure information is fully accessible.</p>	<p>Website redesigned/developed and improved over time</p> <p>Checklist completed for all relevant information that needs to be on the website</p> <p>Ensure parents are fully aware of the information available on the website</p>	<p>AS and CB</p>	<p>Autumn 2024</p>	<p>Parents have access to relevant information and know where this can be located.</p>
		<p>To continue to meet any specific future needs of pupils/families within school</p>	<p>Assess needs and plan accordingly</p> <p>Identify any specialised support needed and seek advice</p> <p>Add to provision maps/risk assessments etc.</p> <p>Staff awareness and training where needed</p> <p>Deployment of Family Support Worker to help meet individual needs of families.</p>	<p>AS and CB</p>	<p>Ongoing</p>	<p>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.</p>
		<p>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.</p>	<p>Classroom checklist established in collaboration with staff and SEND specialists and further reading.</p> <p>Learning Walks and Lesson Observations provide regular opportunities for SLT to provide feedback and to identify areas where further improvements need to be made.</p>	<p>AS and CB</p>	<p>Autumn 2023</p>	<p>Visual environment is consistent across the school.</p> <p>Pupils are comfortable moving between year groups, knowing that there will be consistent expectations between classes.</p>

## **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