



Havelock Primary School Accessibility Policy 2023 - 2026

As a Rights Respecting School we uphold the articles from the United Nations Convention on the Rights of the Child (UNCRC).

Many of these articles underpin our Accessibility policy:

Article 3 (best interests of the child): The best interests of the child must be a top priority in all things that affect children.

Article 10 (family reunification): Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both.

Article 12 (respect for the views of the child): Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 23 (Children with disabilities): Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

Article 28 (right to education): Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 31 (Rest, Play, Culture, Arts): Every child has the right to rest, relax, play and to take part in cultural and creative activities.

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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 pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to pupils with disabilities.

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. This ties into our school vision of empowering all pupils to seek out and grow their 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including [include as appropriate: pupils, parents, staff and governors of the school].

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 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE AND OBJECTIVES	GOOD AND ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils on an EHCP where needed and differentiated support in the mainstream classes. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to make sure it meets the needs of all pupils. 	<p>Continued regular training for all staff including support staff on supporting pupils with SEND in mainstream and ARP settings.</p> <p>Regular review of SEND children's progress in termly and half termly progress meetings with mainstream and ARP staff respectively.</p> <p>Training from external professionals including OT and SALT.</p>	<p>SENDCO, AHTs, ARP Lead</p>	<p>All staff are trained to support pupils with SEND and offer a broad and balanced curriculum.</p> <p>Teachers are able to meet the needs set out in EHCPs and SEND programmes and this is reflected in their curriculum offer and quality first teaching.</p> <p>Children have access to support and resources to support them in their learning and development and have appropriate targets set throughout the year to support them.</p>

AIM	CURRENT PRACTICE AND OBJECTIVES	GOOD AND	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps (where possible - inside/outside) • Corridor width (where possible) including clear spaces. • Disabled parking bays • Disabled toilets and changing facilities. • Library shelves at wheelchair-accessible height 		<p>Regular Health and Safety checks to ensure the learning and school environment are safe and accessible for all.</p> <p>Spot checks in classes with pupils with SEND to ensure learning environment is meeting their needs.</p> <p>Clear guidance for staff for car park usage and use of facilities.</p>	<p>SENDCo Site Manager</p>	<p>All children feel safe moving throughout the school and in their classroom.</p> <p>All children have access to school facilities.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille (as and when needed) • Induction loops (as and when needed) • Pictorial or symbolic representations 		<p>Ensure signage around the school is clear for all pupils, staff and visitors.</p> <p>Provide resources for staff to use (Widget) to ensure pictorial/symbolic images can be used for children with SEND/EAL where appropriate.</p> <p>Ensure appropriately sized resources are provided for pupils with visual impairment.</p>	<p>SENDCo, Phase Leaders, Teachers</p>	<p>When requested, the school will provide information in varied formats/sizes.</p> <p>Pupils have resources suited to their needs to aid them in their learning and every day access to the school.</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 reviewed by the headteacher.

It will be approved by the governing board.

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
- SEND policy
- Supporting pupils with medical conditions policy

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