



Hughenden Primary School

Accessibility Plan

May 2025

This Policy was agreed in May 2025 and will be reviewed in May 2028

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Introduction

Legal Background and Legislative Compliance

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

HPS aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

The physical environment of the school and surrounding areas can be a significant barrier to participation in educational activities for disabled pupils. The school is committed to removing these barriers as part of its vision of an inclusive school.

This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

Definition of Disability

Under the Equality Act, 2010, you are classed as disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The purpose and direction of the school's plan: vision and values

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

We provide all pupils with a broad and balanced curriculum, which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum

This plan considers three areas:

- a) Improving education and related activities
- b) Improving the physical environment
- c) Improving the delivery of information

a) Improving education and related activities

The continuous improvement of teaching and learning lies at the heart of the ethos of the school. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning that meets the needs of all children.

The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities. This may include the deployment of learning support assistants appropriate to facilitate participation.

Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding. Teachers and LSAs attend SEND training as appropriate to support specific needs.

Teachers work closely with LSAs to address pupil ILP targets and liaise with specialist and support services. Lessons provide opportunities for all to succeed through inclusive, adapted plans and the adoption of a variety of teaching styles and strategies.

All pupils are encouraged to take full part in all areas of the curriculum. Pupils with disabilities are fully included in drama productions, music, PE and assemblies and are encouraged to join after-school clubs, leisure, sporting and cultural activities. School visits, including residential visits, are made accessible to all children, irrespective of attainment or impairment.

b) Improving the physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises such as improved access, lighting, acoustic treatment, colour schemes, and more accessible fixtures and fittings.

There is physical access to the main entrance of the school and there are disabled toilet facilities available. Pathways of travel around the school site and parking arrangements are safe. School gates are closed during the school day to prevent vehicles entering the site. The playground has high fencing around it.

Furniture and equipment are selected as standard, age related as appropriate. Adjustable tables and chairs will be made available in school if required. Where further specialist furniture is needed, this is sought with support from agencies and the Specialist Teaching Service.

Pupils have access to physical aids in the classroom such as specialist pens and pencils and IT equipment as required. Safe spaces and quiet rooms are available to pupils who need to access them.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. We will review the provision of a visual alarm should the need arise. Pupils/staff with additional specific needs have personal evacuation plans (PEEPs) in place. These are reviewed annually.

c) Improving the delivery of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given either overlays, printed copies of texts enlarged / provided with an iPad to zoom in on text and images, or information is written down for them.

Access Arrangements are put in place when pupils sit Statutory Standardised Tests (SATs) such as printing test papers on coloured paper, and ordering enlarged print versions of test papers

Monitoring

The effectiveness of this policy will be assessed through Hughenden Primary School's self-evaluation procedures.

Appendix A

Current Provision

Mobility
• The site is predominantly flat • Main entrance is wheelchair friendly • Buildings are single storey • There are no internal steps • Doors can accommodate wheelchair movement • Access to field from playground mainly flat • Adventure trail far end of field can be reached from the flat playground between the fence and the STEM area. • Conservation area has a pond but the gate is kept locked when not in use. • All fire exits are clearly signed • All doorways are marked with hazard tape to aid those with visual impairments, dependent on the needs of the cohort • Children and staff have an individual PEEP, where required
Vision
• The photocopier can enlarge text • Hazard tape is appropriately placed to warn and highlight possible risks and/or dangers, dependent of the needs of the cohort • Staff are there to support when necessary • The walls and steps are painted white to highlight them, dependent on the needs of the cohort
Communication
• Class visual timetables • Individual timetables provided, where appropriate • Transition booklets and additional visits, where needed • Communication with parents through Class Dojo, email, letters, workshops, newsletters. These can be provided in accessible form when appropriate. • Parents of children with SEND are invited to three ILP review meetings per year, either in person or online. • All staff attend LSA, Staff and/or SLT meetings and minutes are provided • Outside agencies provide support where required and requested • Training given to staff where appropriate for the specified and identified needs of a child/children
Sensory and Emotional Regulation
• Sensory aids available as part of universal provision include: wobble cushions, ear defenders, kick-bands and fidget toys • Quiet rooms and safe spaces are available for self-regulation • Positive Intervention Plans to ensure that words and actions of staff are consistent and that appropriate individual support is provided.