



Halstead Community Primary School

Accessibility Plan

Revised: April 2024

To be reviewed: April 2027

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Statement of intent

This plan outlines how Halstead Community Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.
- The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.
- The governing board also recognises its responsibilities towards employees with disabilities and will:
- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.

- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- The plan will be resourced, implemented, reviewed and revised in consultation with:
- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

Roles and responsibilities

The headteacher will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.

- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.
- The SENCO will be responsible for:
- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

The Accessibility Audit

The school will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Some children require technology to access the curriculum	Ensure devices are set up for children to use	Support from Pioneer Academy computing specialist to make devices student ready	Spring 2024	All children have access to a device if necessary in order to access the curriculum	Autumn 2024
	Classroom organisation	Assess the needs of the children in each class and provide equipment as needed e.g. coloured reading over lays / pencil grips / writing slopes / sit and move cushion.	Headteacher/Senco	Spring 2024	classrooms promote the participation and independence of all children	Autumn 2024
Medium term	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on adapting the curriculum	Headteacher, external advisors, SENCO	Autumn 2024	Staff members have the skills to support pupils with SEND	Autumn 2025

	School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Spring 2025	Planning of school trips takes into account pupils with SEND	Spring 2026
Long term	To ensure that	Review of the curriculum to ensure diversity in topics taught Celebrate reviewed curriculum. Parent forums Staff INSET	Headteacher Leadership team	Autumn 2024	Children, staff and parents have an awareness and respect of the diversity in the community and the wider world.	Autumn 2026

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	SBM	Autumn 2024	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2025

Medium term	Toilets are not accessible	Handrails installed	SBM	Summer 2025	Access to toilets is increased	Summer 2026
Long term	Children with physical disabilities cannot access school buildings	Construction work undertaken	SBM/building contractors	Autumn 2024	School buildings are fully accessible	Autumn 2027

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Ensuring school information is accessible	Emails intended for specific year groups are only sent to that year groups parents. Where possible, enough time is given to parents and carers to process information in communication emails before they need to action them. Vital dates etc. included in emails to be made bold. Convert written information into alternative formats, if necessary	Headteacher Office manager Inclusion Leader	Spring 2024 ongoing	communication to parents and carers is clear and easily accessible	Autumn 2024
Medium term	Ensuring that parents have opportunities to contribute their views to the school	Parent working parties Parent coffee mornings Parent survey	Headteacher Parent governors	Summer 2024	Parents have opportunities to contribute their views to the school	Spring 2025

	Ensure that information given to students with English as an additional language, or SEND is clear	Pictorial and symbol representation used Translation of text Impaired hearing system Impaired vision resources	Headteacher Leadership Team	Autumn 2025	Written information is fully accessible to children	Summer 2026
Long term	School website is not accessible to children with SEND	Audit of website	Headteacher School office	Summer 2025	Website is fully accessible	Summer 2026