



Accessibility Plan

Adopted by the Resources Committee on
14th June 2021

Reviewed on:

Honiton Primary School Accessibility Plan

2021-2024

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.

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.

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 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	REVIEW
<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 ● We use resources tailored to the needs of pupils who require support to access the curriculum ● Curriculum resources include examples of people with disabilities 	<p>Medium term: Improve curriculum access for children with sensory processing needs</p> <p>Short and medium term: Ensure all staff have an understanding of and ability to recognise disability issues</p>	<p>All staff to undertake annual disability awareness training</p> <p>Training provided during staff meetings</p>	<p>SENCo</p>	<p>Ongoing</p>	<p>Staff across the school have undertaken Deaf Awareness, Understanding Autism and Moving and Handling training.</p> <p>SENDCo leading staff meetings each term. SENDCo updates staff on SEND and provides support sessions for the completion of My Plans.</p> <p>Inclusion Team leading 6 weekly staff meetings with TAs. These are focussed on</p>

	<ul style="list-style-type: none"> ● 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 use of Provision Map (an online tool) aids information sharing between staff ● The curriculum is reviewed to ensure it meets the needs of all pupils 	<p>Medium term: Ensure all staff are confident in using the accessibility features of our Chromebooks</p> <p>Clicker to be installed on 5 ipads</p>		Computing lead	Ongoing	<p>safeguarding, role specific training and training around different types of SEND.</p> <p>All pupils are tracked at data drops and these are shared with SENDCo.</p> <p>Staff using Google Classrooms more as part of Ordinarily Available Inclusive Provision.</p> <p>Increased number of children who are typing as their main method of recording.</p> <p>Clicker installed for 1 child on 2 devices. In addition, Eye Gaze is also being used.</p> <p>Provision Map is used for relevant target setting. These are shared with parents 3 times per year. Staff meeting</p>
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	<ul style="list-style-type: none"> ● We have developed a guide to creating inclusive classrooms and audit provision against this on a regular basis ● We use the Devon Graduated Response tools to ensure high quality Ordinarily Available Inclusive Provision (OAIP). 				<p>time is given to updating these alongside the Pupil Passports.</p> <p>Curriculum/ phase leads work with SENDCo to adapt curriculums where needed. The use of Cherry Garden Curriculum forms the basis for this adaptation.</p> <p>Classroom/ environment inclusivity form a part of all observations undertaken by the Inclusion Team. Most recently, Hannah Jones (SEND Advisory Teacher) undertook an audit with James Crompton (SEND Advisory Teacher) and made particular reference to the positive impact our classroom</p>
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						environments had on our learning.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Lifts ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities 	<p>Long term: Ensure that wheelchair accessibility is maintained during refurbishments and additions</p>	<p>Review to be undertaken when works are planned</p>	<p>Premises Manager Devon County Council</p>	<p>Ongoing</p>	<p>Additional ramps and hoists have been added (July 24) to meet the needs of a Year 1 pupil.</p>
		<p>Short and medium-term: Ensure new flooring has hi-vis nosing</p>	<p>Include in specs for replacement flooring Replace current tape when necessary</p>	<p>Premises manager and caretaker</p>	<p>Ongoing</p>	
		<p>Long term: Ensure our outdoor areas</p>	<p>Wheelchair accessibility to be considered when planning</p>	<p>SENDCo/ Outdoor Ed Lead.</p>	<p>Ongoing</p>	<p>A ramp has been added to the woods to enable access.</p>

		are wheelchair accessible	developments for our outdoor areas			Currently being risk assessed.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources as needed ● Braille as needed ● Induction loops for individual children 	<p>Medium term:</p> <p>Increase staff, pupil and parents awareness of the needs of deaf pupils</p>	<p>All to be undertaken in the 2021/2022 academic year</p> <ul style="list-style-type: none"> ● Deaf awareness training for all staff ● Weekly BSL club for children ● New specialist TA to undertake Level 2 BSL training 	<p>SENCOs, with advice from the Teacher of the Deaf</p> <p>New Specialist TA</p> <p>SENCOs and class teachers</p>	Ongoing	<p>TA completing Level 1 in BSL. Teaching staff and some TAs have completed Deaf Awareness Training.</p> <p>Steve Conolly (Teacher of the Deaf) working closely with the school. Providing lunchtime club for staff and support.</p>

	<ul style="list-style-type: none"> ● Widgit symbols used throughout the school ● Makaton used within the EYFS 	<p>Short term: Improve transition arrangements for pupils and parents with SEND</p>	<ul style="list-style-type: none"> ● Weekly BSL signs taught to all pupils and shared with parents <p>Universal enhanced transition offer provided on our website:</p> <ul style="list-style-type: none"> ● Video tour of classrooms ● Social stories ● Classroom visits ● 'Meet the teacher/TA' <p>Hard copies provided for key parents and children.</p>		<p>Ongoing</p>	<p>SENDCo to meet with HCC SENDCo to discuss transition.</p> <p>SENDCo and Deputy Head also hosted HCC SENDCo to discuss key children and arrangements.</p> <p>Internal provision for transition between classes to continue for all children. HPS asked by Advisory SEND Team to make a video about their class transitions due to the high quality of them.</p> <p>SENDCo/Head to</p>
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						complete this in Summer 2.
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEN policy
- Supporting pupils with medical conditions policy