



Accessibility Plan

April 2024

Background

At Haggonfields Primary we have created a community in which each person is respected and recognised as of equal value. We aim to ensure that everyone remains safe and stays healthy, whilst at the same time enjoys and achieves and makes a positive contribution to the wellbeing of the school community. We are committed to the care and well-being of all pupils so that they may work and learn in a safe, secure environment.

Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for disabled pupils.

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the Equality Act:

- increasing the extent to which any disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which any disabled pupils can take advantage of education and associated services;
- improving the delivery to any disabled pupils information which is provided in writing for pupils who are not disabled.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that all people with a disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustments to enable staff to fully access the workplace.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan may be reviewed in consultation with;

- parents/guardians of pupils
- staff
- governors
- external partners
- Multi Academy Trust

Complaints

- Parents/guardians and staff have access to the school's Complaints Procedures
- Pupils may go to their teachers, teaching assistant or the Head Teacher.

Within the terms of the Act, the term 'disability' is defined as thus:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities".

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of pupils who are, or may be on our SEN register.

Within the terms of this document, "curriculum" is both teaching and learning within school time and participation in after 'school' clubs, leisure, cultural and sporting activities and school visits.

Our Vision

- We are committed to helping all of our children to believe, aspire and excel as we journey together in faith to be the best we can be
- We are committed to reaching higher as we seek to combine the best of teaching; learning; research and effective practice from across the world
- We are committed to becoming a centre for outstanding practice, working in partnership with a network of schools for the benefit of all of our staff and children

Our Mission

At Haggonfields we strive to foster a sense of curiosity and excitement about the world we live in.

It is with these statements in mind that we will set high expectations of conduct and attitude for all members of this community.

We aim to provide a safe environment in which to learn where children, parents, governors and staff know that they are valued.

We aim to provide an environment based on thankfulness and respect in which the children can continue to develop into confident and responsible individuals.

We aim to explore the foundations of friendship with respect for human diversity.

We aim to work in partnership with the families and the wider community to encourage everybody to make their own unique contribution to support others.

We aim to nurture the aspirations of one another so that through spiritual and personal growth we can achieve our full potential.

We aim to create an open and honest environment where people are encouraged to make mistakes and to learn from them.

Accessibility Aims

To continue to increase the extent in which disabled pupils can participate in the school curriculum

At present we do not have any pupils who require a wheelchair for use around school.

1. Regularly audit students who require SEN support ensuring a fully accessible and differentiated curriculum with resources that support learning.
2. Continue to provide training for all staff on an adapted curriculum
 - Provide training to all staff on how to ensure all pupils within each lesson are able to access the lesson content.
 - The SEN team to play an integral support and to work closely with teachers to ensure that all lessons are accessible to all students
3. Adapted resources
 - Use of interactive whiteboards to enlarge text to make it easy for all pupils to read and enable students with SEN to access lessons.
 - Use of ICT equipment and online tools to support students who have a disability or SEN.
 - Provision of overlays when required.
 - Provision of text books with coloured paper if and when required.
 - Where necessary training to be provided to teachers of students with hearing difficulties on the use of the hearing amplifiers and visualisers that can be used in lessons.
 - Where necessary training to be provided to teachers of pupils with visual difficulties on the use of visualisers that can be used in lessons.

- The SEN team to liaise with specialists and where necessary invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources.
4. Ensure equal access for disabled pupils to school clubs, visits and extracurricular activities
 - Risk assessment and planning of trips to include accessibility references
 - Analyse and review extra-curricular activities to ensure inclusion of pupils with disabilities
 5. Ensure that all pupils feel supported and included within the school.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school has level access to all teaching areas to facilitate movement between classrooms. A disabled toilet is accessible in the school. All teaching areas and outside are wheelchair accessible with wide doors and level thresholds.

Measures to ensure that the site is accessible to all

1. Entry/Exit to/from the school
 - Main Reception and all the class room are low level access as the building is all on one level.
2. Decoration
 - The school is mainly decorated throughout in light shades.
3. Toilets
 - Disabled toilet is available in the hall.

We will continue to carry out an annual access audit to improve the physical environment of the school. These will be carried out annually in October

Improving the delivery of information to disabled students (and parents)

1. Provide written materials in alternative formats (letters, the school website, electronic mail).