

# Accessibility plan

Harrison Primary School



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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.

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

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 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 GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school's approach:</p> <p>Harrison school offers a differentiated curriculum for all pupils</p> <ul style="list-style-type: none"> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>• Curriculum resource adaptations include creating supportive environments in which all children feel included. For example, enlarged resources for children with Visual Loss. Some lessons, like PE require careful consideration around brightly coloured equipment and resources, to ensure inclusion.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability (visual or hidden).</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs. IEPs are written for children with EHCPs.</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>Children with disabilities are considered in terms of access to areas of the school.</p> <ul style="list-style-type: none"> <li>• Ramps are not appropriate for the steep stair inclines but wheelchairs can be taken outside to gain access.to different heights on the school site as we are a split level building.</li> <li>• Some children require ongoing support for their physical needs. Eg. Children may require ongoing physiotherapy during the school day.</li> </ul>	<p>SENCO ensures that PEEPs are written for children with any physical needs, who need additional support evacuating the building. These are reviewed every September, or earlier if needs or staff change during an academic year. This is coordinated with the site manager.</p> <p>SENCO coordinates training and provision for physiotherapy within each year group at the start of every year and targets are reviewed by the TA delivering the support.</p> <p>SENCO coordinates VI STAS support. SENCO coordinates training, information and advice from the VI team for teachers as necessary. Currently there are two children attending Harrison with VI</p>	<p>A.Harris (Site Manager) S.Thornley (SENCO)</p>	<p>September each year, when child moves classes and year groups.</p> <p>Reviewed if any changes to the child's needs occur mid-year or staffing changes.</p>	<p>Children will feel included and supported in school at all times.</p> <p>Children will feel supported during fire evacuation practices.</p>

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<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"> <li>• High visibility tape to edge doors, corridor obstacles and the child's desk area.</li> <li>• High visibility tape for all steps, handles by stairs and any changes in floor heights (eg. Where the school has slight inclines).</li> <li>• Corridors are kept tidy and free from unnecessary clutter.</li> </ul>	<p>To maintain safety of all pupils.</p> <p>To ensure all areas of the school are easily accessible to all students.</p> <p>To ensure where areas pose a potential risk to children with disabilities, that these are reviewed with the site team, STAS team and SENCO.</p>	<p>Yearly classroom reviews as each child moves to a new learning environment/classroom.</p> <p>Half-termly visits from the VI STAS team.</p> <p>Yearly visits from physiotherapy team.</p> <p>Visits from the HI team for children with hearing impairments under their care.</p> <p>New CT, SENCO and Site manager to assess site areas that need any adjustments.</p> <p>Advice from STAS VI team</p>	<p>A.Harris (Site Manager)</p> <p>S.Thornley (SENCO)</p>	<p>September each year, when child moves classes and year groups.</p> <p>Reviewed if any changes to the child's needs occur mid-year or staffing changes.</p>	<p>Children will feel included and supported in school at all times.</p> <p>Children will be able to access the site safely and, wherever possible, independently.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>At Harrison we ensure that clear communication is supported by visual representation to support children with disabilities.</p> <p>We use a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Communication boards</li> <li>• Adapted visuals on IWB</li> <li>• Clear and enlarged print on any resources used</li> <li>• Books ordered through VI websites</li> <li>• Large print resources made for individuals</li> <li>• Pictorial or symbolic representations</li> <li>• Use of iPad and Teams access to use technology to support</li> <li>• Magnilink technology</li> </ul>	<p>To ensure all information is accessible to all students no matter their needs or disabilities.</p> <p>To ensure all children have access to resources to support their needs.</p> <p>To ensure all children can learn to the best of their ability.</p>	<p>CT must ensure resources are fit for purpose for children with disabilities.</p> <p>This includes a communication friendly environment, visual resources and adapted resources to ensure children can access easily</p> <p>SENCO and Site manager to assess site areas that need any adjustments.</p> <p>Advice from STAS VI team</p>	<p>CT</p> <p>A Harris (site manager)</p> <p>S.Thornley (SENCO)</p>	<p>Termly reviews following any STAS visits and or reports</p>	<p>All information will be accessible to all students no matter their needs or disabilities.</p> <p>All children will have a positive sense of self as they can access their learning with increased independence.</p> <p>Children will have access to necessary resources to support their needs.</p> <p>All children can learn to the best of their ability and feel positive about their learning and ability to be independent.</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