



# Accessibility Plan

## Introduction

At Heworth CE Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion through our school values of caring, considerate and courageous.

The school recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

## Definitions of disability

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

‘Long-term’ is defined in the Disability Discrimination Act as 12 months or more (see appendix A for fuller definitions).

‘Is Tom Disabled?’ an assessment tool produced by the DfE can be found in Appendix B.

The school’s disability register is maintained by the Special Educational Needs Co-ordinator.

A census showing categories and numbers of pupils with special educational needs and/or disabilities in our school is submitted termly to the Governors by the Special Educational Needs Co-ordinator.

## Increasing Access

Heworth CE Primary School is committed to an inclusive curriculum and increasing access to the school’s facilities for all by:

- 1. Increasing the extent to which disabled pupils can participate in the school’s curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- 2. Improving access to the physical environment of the school.** This covers improvements to the physical environment of the school and physical aids to access education.
- 3. Improving the delivery of written information to disabled pupils.** This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils, eg. larger print / Braille.

We recognise that there is a need for raising ongoing awareness and will provide training for staff and governors in the matter of disability discrimination to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equality Policy
- Staff Development
- Health & Safety (including off-site safety)
- Special Needs and / or Disabilities
- Behaviour Management Policy
- School Development Plan
- Teaching and Learning Policy

### **Consultation with pupils, parents and disabled people**

The school is committed to liaising with staff, pupils, parents and other stakeholders to evaluate existing provision and plan for the future needs of the school and its users.

### **Audit of existing provision**

#### 1. Curriculum

- At Heworth CE Primary school we strive to provide a varied and dynamic curriculum for all
- Intervention programmes are available to support children with learning difficulties and disabilities, based on the recommendations of external specialists and the skills and experience of teaching and support staff.
- All pupils are encouraged to take part in a range of physical activities, with modifications where needed.
- The school monitors all visits and clubs to maximise availability and participation to all pupils.

#### 2. Physical Environment

- The school is on two levels with surveys showing **no possibility of putting in a lift.**
- At the main entrance, appropriately positioned keypad entry system and ramp are in place
- There is an accessible toilet downstairs and hygiene facilities with shower upstairs. **There is no winching facility and a suitable table / benching system.**
- The school has no carpark.
- Outside steps and corners clearly defined with contrasting colours.

#### 3. Written Information

- Advice is sought from external agencies when needed for example, those dealing with Ethnic Minorities, Speech & Language, Visual Impairment etc.
- The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

### **Reviewing, Monitoring and Evaluating the Plan**

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be informed by feedback from parents, pupils and people with disabilities.
3. The plan will be kept under review and revised as necessary.
4. The plan will be published (on the school website) and is available on request, along with comment about progress.
5. The plan will be subject to monitoring by OFSTED during inspections.

The plan is available in the following formats, on request to the school office

- e-mail
- enlarged print version

The Action Plan is devised to create a systematic approach to making the school accessible. In addition to this action plan necessary alterations will be made as and when required to remove any barriers that we find are making life more difficult for people with disabilities

## HEWORTH CE PRIMARY SCHOOL Action Plan

Date: September 2024

	TARGETS	STRATEGIES/WHO IS RESPONSIBLE	OUTCOMES/SUCCESS CRITERIA	TIMESCALE
<b>Access to the physical environment</b>	<p>Ensure access to computer technology appropriate for pupils with disabilities.</p> <p>Reflect identified areas of need in lesson planning and delivery.</p> <p>Prioritise pupil participation in school activities.</p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p> <p>Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs and actions for future improvements.</p>	<p>All staff, led and managed by the SENCO</p> <p>Incorporate Quality First teaching into all planning</p> <p>Staff training in disability awareness to reflect diverse needs of pupils within school and anticipatory duties.</p> <p>Purchase of resources to increase student participation.</p> <p>Accessibility and clarity of signage around school.</p> <p>Clear identification of room functions.</p>	<p>Children will have access to required support.</p> <p>Children with specific needs will be able to access their classrooms and school activities.</p>	<p>As required – unless pupils in school require immediate action.</p>
<b>Access to the curriculum</b>	<p>To monitor and develop the quality of inclusive practices throughout the school.</p> <p>Ensure teaching and support staff have</p>	<p>SENCO and Headteacher. Monitor through pupil tracking of vulnerable groups.</p> <p>SENCO and Headteacher.</p>	<p>Pupils with SEN will have access to the school curriculum, with elements and resources tailored to their individual needs (e.g. large print for visually impaired children)</p> <p>Work and strategies tailored for</p>	<p>On-going</p> <p>On-going</p>

	<p>training on disability issues.</p> <p>Review PE curriculum to ensure PE is accessible to all.</p> <p>Ensure After School clubs are accessible for all.</p>	<p>SENCO and PE Lead.</p> <p>Monitor PE curriculum and ensure accessible sports are within curriculum.</p> <p>SENCO/Headteacher and ASC Manager</p>	<p>individual pupils allowing them the best outcomes and access to opportunities</p> <p>Greater access to the PE curriculum and inclusive sports/activities.</p> <p>Activities to be conducted in an inclusive environment with risk assessments carried out where appropriate.</p> <p>Greater access to enhancement clubs for all pupils</p>	<p>On-going</p> <p>On-going</p>
<b>Access to information</b>	<p>To ensure communication between home and school meets the needs of all learners and their families.</p> <p>To increase support for parents/carers of pupils with SEN.</p>	<p>SENCO, Headteacher and Office Manager.</p> <p>SENCO</p>	<p>Staff to prepare and alter resources as needed.</p> <p>Letters to be sent to parents sent via email using appropriate software to ensure compatibility with text to speech software or enlarged print copies made.</p> <p>Share external support opportunities with parents/carers</p>	<p>On-going</p> <p>On-going</p>

## Appendix A Definitions of Disability

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

‘Long-term’ is defined in the Disability Discrimination Act (DDA) as 12 months or more.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person’s ability to carry out normal day to day activities is adverse, substantial and long term. The effect of the impairment has to be considered, as it would be without any medication or other treatment.

The definition can include a wide range of impairments such as

- Learning difficulties
- Autism
- Speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person’s ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with progressive conditions such as cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Many children who have SEN will also be defined as disabled under the DDA. For planning purposes and for the avoidance of discrimination, it may be helpful to think of more pupils with SEN being included in the definition of disability rather than fewer; it is likely that many of the pupils who have SEN and an Education, Health and Care Plan or are undergoing statutory assessment will count as disabled.

However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN, but may have rights under the DDA. Similarly, not all children with SEN will be defined as disabled under the DDA. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Details of disability are collected in the following ways:

- Pupils – from SEND Register, medical record sheets and entry data sheets (SIMS).
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Senior Leadership Team in confidence, application form data.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb.	

Sensory impairment	Sight and/or hearing impairment.	Sight problems corrected with glasses or contact lenses do not qualify.
Learning Difficulty, including Specific Learning Difficulty	General and specific learning difficulties, including dyslexia, dyscalculia and dyspraxia where diagnosis has been made by a recognised and qualified professional.	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment.	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD, Obsessive Compulsive Disorder and separation anxieties.	Diagnosis awarded by a medical professional, e.g. Community Paediatrician or CAMHS.
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs.	Identification by Speech & Language Therapy Team.



## Appendix B Is Tom disabled? (DfE)

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?

*Mobility:* getting to/from school, moving about the school and/or going on school visits?

*Manual dexterity:* holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball?

*Physical co-ordination:* washing or dressing, taking part in games and PE?

*Ability to lift, carry or otherwise move everyday objects:* carrying a full school bag or other fairly heavy items?

*Continence:* going to the toilet or controlling the need to go to the toilet?

*Speech:* communicating with others or understanding what others are saying; how they express themselves orally or in writing?

*Hearing:* hearing what people say in person or on a video, DVD, radio or tape recording?

*Eyesight:* ability to see clearly (with spectacles/contact lenses where necessary), including any visual presentations in the classroom?

*Memory or ability to concentrate, learn or understand:* work in school including reading, writing, number work or understanding information?

*Perception of the risk of physical danger:* inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads?

2. Is Tom's difficulty caused by an underlying impairment or condition?

3. Has Tom's impairment or condition lasted, or is it likely to last, more than 12 months?

4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

*If you have answered yes to questions 1 to 4, then Tom is probably disabled under the Disability Discrimination Act. If Tom receives medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.*