

Honeybourne Primary Academy

Accessibility Plan

3 year period covered by the plan 1 9 2022 – 1 9 2025

Introduction.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

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

It is a requirement that school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

1A: The purpose and direction of Honeybourne Primary Academy's plan: vision and values.

- To be a place where our pupils feel valued, safe and secure
- To nurture a sense of self-worth, grasping and enjoying new challenges and continuing to experience success.
- To provide a child friendly and safe environment where each pupil can feel secure and happy, learning through play, exploration, enquiry and support.
- To value and include all aspects of our culture – race, gender, religion and belief, sex, disability, gender reassignment, pregnancy and maternity and seeking opportunities to develop each pupil's spiritual, moral and social development.
- To work in partnership with parents and others to help each pupil to fulfil his/her potential.
- To ensure that pupils leave our school as successful, confident, independent learners, able to become responsible citizens of the community, both local and global.
- To eliminate discrimination of all stakeholders and advance equality of opportunity for all.

1B: Information from pupil data and school audit.

- **Children with SEN** – ? EHCPs, ? children on SEN Database.
- **Behavioural Concerns** – ? children
- **Children with Medical Concerns** – ? children with serious medical conditions and ? children with other diagnosed medical conditions.

1C: Views of those consulted during the development of the plan.

The Headteacher and SLT re: school vision and aspirations.

Teachers and other members of staff re: tables, chairs, other equipment for their classroom, outside environment.

Children during School Council and Children's Safeguarding Board meetings re: classroom furniture, health and safety, playground equipment, environment issues. All children during class discussions and PSHE lessons.

Governing Body regarding financing.

2. The main priorities in Honeybourne Primary Academy's plan

2A: Increasing the extent to which disabled pupils can participate in the curriculum.

- All classroom furniture is appropriate re: size and amount
- Specialist furniture is provided as required
- Equipment is accessible to all children
- Specialist equipment is provided as required
- Experienced Teaching Assistants support individual children's needs including medical needs
- Suitable learning challenges are set and lessons differentiated appropriately
- Pupils' diverse and individual learning needs are responded to
- Pastoral support is available as required
- Pupils are involved in learning / decision making
- Outside Agencies and professionals are consulted in a timely manner
- Vulnerable children are identified and referred to the SEND Lead as appropriate
- Classroom placement rotated based on the physical needs of pupils
- Hearing loops and hearing aids are used for hearing impaired children and for teachers to use to deliver lessons

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- 2 Accessible toilets – ground floor and in nursery (with shower)
- Wheel chair access to all parts of the ground floor
- Wider corridors for easier access to newly built areas of the school
- Intervention rooms for quiet time and reflection
- Assembly points for evacuating the school
- Soap dispensers and hand dryers in all toilets
- Telephone available in some rooms in case of emergency
- Carpets to prevent accidents in the classrooms
- Outdoor equipment located on the field with a protective surface underneath and a grass perimeter
- Quiet zones/seating areas in playground
- First provision staffed by qualified first aiders

2C: Improving the delivery to disabled pupils information that is provided in writing for pupils who are not disabled

- Visual timetable in appropriate classrooms
- Individual pictorial routine guides
- Clear signs around the school and playgrounds
- Safe evacuation procedures practiced regularly

3. Making it happen

3A: Management, coordination and implementation

The planning process – Governing Body, Headteacher, Senior Leadership Team, all staff within the school, pupils, parents and careers and other stakeholders.

Coordination – Governing Body and Headteacher to devise timetable and delivery of accessibility plan

Other policies and plans – SEN, Behaviour, Inclusion Action Plan, Disability Scheme, Child Protection and Safeguarding
Implementation – Governing Body and Headteacher

3B: Getting hold of Honeybourne Primary Academy's Accessibility Plan.
Honeybourne Primary Academy makes its accessibility plan available in the following ways: <ul style="list-style-type: none">• Request to the office for a paper copy• Via e-mail• Website

Reviewed – September 2022