

# Honeybourne Primary Academy



Turning Potential  
into Success

## Accessibility Policy

Approved by:	Dominic Davis	Date: 14.6.23
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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.

At Honeybourne Primary Academy, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community. Within our school, every teacher is a teacher of every child including those with SEND and additional needs. We take pride in providing a fully inclusive practice as was noted by Ofsted (2020); *'Pupils with special educational needs and/or disabilities are fully included in all aspects of school life'*.

The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan and work in collaboration with Worcestershire Children's First, SEND Local Offer: <http://worcestershirelocaloffer.org.uk/> or by contacting the SEND Information and Support Services on:01905 610858

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.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Policy	Evidence	Action
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<p>All staff have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice</p>	<ul style="list-style-type: none"> <li>• INSET records – school and individuals</li> <li>• Specialist teaching assistants employed for specific pupils</li> <li>• Team Teach Training for all key staff</li> <li>• Autism training</li> <li>• Attachment Disorder training</li> <li>• Support from external agencies</li> <li>• Interventions for groups and individuals</li> <li>• Adaptation of all lessons for individual needs</li> <li>• Regular assessments by Speech and Language Therapist – work with TA’s to ensure high deliverance of interventions</li> <li>• Written reports from external agencies with support plans</li> </ul>	<p>Continue to train staff to meet needs of individuals</p>
<p>Pupils with emotional, social and behavioural difficulties are supported in school</p>	<ul style="list-style-type: none"> <li>• EEA (Emotionally Available Adult/ELSA (Emotional Literacy Support Adult)</li> <li>• Ongoing work with our own nurture and wellbeing interventions</li> <li>• Counselling - Link Mentors</li> <li>• Educational Psychologist assessments and recommendations</li> <li>• Speech and language therapist</li> <li>• School Nurse</li> <li>• Teaching Assistant support for individuals</li> <li>• Pastoral Support Provision</li> <li>• Family Outreach Worker</li> <li>• CCN team assessments</li> <li>• Camhs assessments/referrals</li> <li>• Early Help Referrals</li> </ul>	<p>Maximise number of Teaching Assistants to support pastorally and in teaching throughout school</p>
<p>Classrooms and other areas optimally organised for those with disability and the environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled access push button opening of door</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> </ul>	<p>Space is utilised to facilitate group and individual learning space. Adaptations of the environment are made to meet all learners needs</p>	<p>Utilise outdoor area and other relevant spaces in school. Audit needs of changes to the environment on entering school.</p>

Work is differentiated and staff have high expectations of all	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Learning Walks</li> <li>• Reviews</li> <li>• IEPs</li> <li>• Governors' monitoring</li> <li>• Provision map</li> <li>• Deep dives</li> <li>• Book trawls</li> </ul>	Continuous
Children work in different ways – group, individual and whole/cross class and teachers tap into different styles	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Learning walk</li> <li>• Book Scrutiny</li> <li>• Deep dives</li> </ul>	Continuous
All pupils are encouraged to take part in music, drama and physical activities	<ul style="list-style-type: none"> <li>• Inclusion at extra –curricular clubs, visits and performances</li> <li>• Swimming provisions</li> </ul>	Continuous
Staff recognise and plan for additional time and effort needed by some disabled pupils- slow processing/writing speed, dyslexia, vision impairment	<ul style="list-style-type: none"> <li>• Staff aware of needs – Support Plans/ staff meetings – time for pupil concerns/Class team meetings</li> <li>• SENDCo tracking of progress</li> <li>• CPD sessions</li> <li>• Pupil Progress Meetings</li> <li>• IEP review meetings with parents</li> </ul>	SENDCo work with class teacher's Relevant data highlighted
Use of resources tailored to the needs of pupils who require support to access the curriculum  Curriculum resources include examples of people with disabilities	Resources are sourced to meet each individual's needs.	Continuous

## 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 governing board, SENDCo and headteacher.

It will be approved by the governing board and headteacher.

## 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
- › SEND Policy and (SEN) information report
- › Supporting pupils with medical conditions policy
- › Promoting Positive Relationships and Behaviour Policy