



High Spen Primary School -Accessibility Plan

Introduction

This plan is made in line with the Equality Act 2010, the Children and Families Act 2014, and the Special Educational Needs and Disabilities Code of Practice 2014.

According to the Equality Act 2010, a person has a disability if;

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

This plan sets out the proposals of the Governing Body of High Spen Primary School to enable access to education for children identified with Special Educational Need and Disabilities (SEND).

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

They must not directly or indirectly discriminate against, harass, or victimise disabled children and young people.

They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

It is a requirement that the School's Accessibility Plan be resourced, implemented, reviewed and revised, as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1) High Spen Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and discussions with pupils, parents, staff, and

governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular, Schedule 10 regarding Accessibility) and will advise upon compliance with that duty.

3) High Spen Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The High Spen Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to: -

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include reading books and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

6) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

Behaviour Policy

Curriculum Framework Document

Critical Incident Support Plan

Equal Opportunities Policy

Health & Safety Policy

Equality Plans

School Prospectus

School Improvement Plan

Special Educational Needs Policy

7) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the work during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.

8) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

19) The Accessibility Plan will be published on the school website.

10) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

11) The school will work in partnership with the Local Authority when advice is needed in the development and implementation of the Accessibility Plan.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Signed by Melanie Cornish-Fleet, Chair of the Governing Body, High Spen Primary School



Date 22.06.25

Signed by Andrew Firth, Headteacher, High Spen Primary School



Date 22.06.25

Accessibility Plan Aims

| Aims | Objectives | Actions to be taken | Persons responsible | Date to complete actions by |
|--|---|---|--------------------------|-----------------------------|
| Increase access to the Curriculum for children with a disability | #To ensure as much information as possible is gained prior to children transferring from care provision/ previous school/ home into the nursery school. | #Review discussions and records completed at home visits/transition meetings with staff from day care. N.B. Current wheelchair access to Nursery building is through firedoor. | All staff | 2022-23 academic year |
| | #To continue to purchase or source resources that are matched to individual needs of the child | #Where appropriate liaise with external professionals. | All staff to be involved | On-going |
| | #To provide training for staff who are joining the staff team to support children with additional needs. | #SENDCO to deliver training and pass on strategies identified by external support agencies (e.g., EYIAT) | SENDCO HT | On-going |
| | #To continue to ensure staff have time within reflection and staff meetings to consider individual need. | Pedagogical discussions will include how all children are accessing the curriculum and whether any potential barriers have been identified. | All staff | On-going |
| Improve and maintain access to the physical environment | To review signage outside the school building to ensure it indicates that the route into school is fully accessible | Order additional signage if needed | HT | 2022-23 academic year |
| | To continue reviewing the outdoor learning | Reviewing accessibility in response to the current cohort. For example, | All staff | On-going |

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| | environments so that they remain physically accessible for all children. | width of pathways, staffing levels to support access. | | |
| Improve the delivery of information to disabled pupils and parents | To improve the delivery of information for the school community, considering disabilities and accessibility. | <p>Ensure a proactive approach is adopted to identify the requirements of disabled parents when their child joins the school so that all parents can access school and child progress information/updates.</p> <p>This could include: -</p> <p>Interpreters to communicate with parents who are deaf.</p> <p>Offering telephone calls to explain letters for some parents who would prefer this.</p> | All staff | On-going |
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