



HOUGHTON ON THE HILL
CHURCH OF ENGLAND PRIMARY

Houghton on the Hill Accessibility Plan 24-25

Introduction

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our Vision of 'Love of another as I have loved you,' highlights that 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.

As a school within a trust, we believe that meeting every pupil's needs is a shared responsibility and we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

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.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises

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

AIM	Focus areas	Actions	Success Criteria	Led by	Timescale	Evidence
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Staff training to meet the needs of children with disabilities</p>	<ul style="list-style-type: none"> Medical needs training annually or as specified by Health Care Professionals: first aid, epipen, training specific to individual children e.g. pradar willis, hearing impairment, diabetes Rolling programme of CPD for specific areas of need e.g. ADHD, SEMH, SpLD Ongoing support throughout the year as needed from SENCO and professionals from outside agencies 	<p>All staff (teaching, support, lunchtime) are appropriately trained to support the needs of all children</p> <p>Quality First Teaching meets the needs of all children</p>	<p>SENCO/SLT</p> <p>Professionals from other agencies</p> <p>School Nurse Team</p>	<p>24-25</p> <p>Needs led</p>	<p><i>Trust focus- SEND US programme- to demystify the phrase that 'Every teacher is a teacher of children with SEND' through the following discussions and learning opportunities:</i></p> <p>Attitudes and beliefs Relationships Environment High quality teaching Deployment of TAs</p> <p><i>Priority 2 of SIP To build a culture of adaption for inclusion which impacts positively on the whole class and not just those with SEND needs.</i></p> <p><i>CPD completed Autism in 23-24 (Autumn) and ADHD/Zones of regulation (Spring). Continuing with Zones of regulation in 24-25.</i></p> <p><i>Specific training needs addressed on an individual basis eg OT, Diabetes, Vision Support Service visits coordinated by SENDCo.</i></p> <p><i>TAS part of SIP and Trust focus.</i></p> <p><i>TAS have been part of EMS maths hub training</i></p> <p><i>SEND surgeries in place.</i></p> <p><i>ELSA time ringfenced.</i></p>

						<p><i>ELSA and SENDC/HT part of trust wellbeing network</i></p> <p><i>Termly meetings for support staff as well as teachers.</i></p>
Teaching and Learning Resources to meet the needs of children with disabilities	<ul style="list-style-type: none"> Teaching and learning resources reviewed regularly Staff/parents/children/ other professionals identify resources as needed Resources made/purchased as appropriate e.g. software; more coloured overlays; coloured wipe boards; additional high interest/low reading age books. 	Children have resources which enable them to better access the curriculum, thereby improving outcomes for learning	<p>SENCO/SLT</p> <p>Class Teachers</p> <p>Subject Leaders</p> <p>Professionals from other agencies</p>	<p>23-24</p> <p>Update as necessary.</p>	<p><i>CPD – Dyslexia friendly resource (font. PPT slides etc)</i></p> <p><i>Ongoing purchase of resources, including a bank of dyslexia friendly books and overlays.</i></p> <p><i>Literacy Gold resources purchased to replace NESSY.</i></p>	
Provision to meet the needs of children with disabilities/vulnerabilities	<ul style="list-style-type: none"> Provision/ intervention/support reviewed and adjusted regularly to meet specific needs Alternative lunchtime provision for children with complex needs e.g. ASD and SEMH if needed. ELSA to support pupils' identified learning needs and emotional well-being All staff trained to support emotional well-being. 	Specific needs which may create barriers to learning are identified and addressed therefore improving outcomes for learning and well-being.	<p>SENCO/SLT</p> <p>1-1 LSAs</p> <p>Class Teachers</p> <p>Professionals from other agencies</p>	At least termly	<p><i>Clear cycle of review for SEND children at least 3 times a year.</i></p> <p><i>Monitoring of impact of interventions takes place at least 3 times a year and new interventions researched and in place. Pupil Progress meetings identify key areas and measure impact.</i></p> <p><i>Sanctuary available at lunchtime if needs require it- to monitor.</i></p> <p><i>Termly SEND surgeries.</i></p> <p><i>Zones of regulation training to support all staff and in turn support pupils.</i></p>	

		<ul style="list-style-type: none"> • Transition planning with parents/carers, pre-school providers, professionals from other agencies • Regular learning environment audits to promote 'best practice' and identify need e.g. Dyslexia friendly • Develop school's bank of high impact interventions • Promote the use of pre-teaching and same day intervention (Keep up rather than catch up) • Additional time available in tests for pupils who meet the requirements. • Teachers aware of how to support all children, promoting equity and reasonable adjustments. • Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc. • All areas are well lit. 			<p><i>ELSA support available and reviewed regularly with SLT- ringfenced hours for 24/25</i></p> <p><i>Phone calls from ELSA to enable parents to share concerns and access support.</i></p> <p><i>Dyslexia training for whole staff of Spring 2024 with a focus in resources.</i></p> <p><i>Collect ongoing evidence for pupils that will require additional time in tests.</i></p> <p><i>Evidence that teachers are making adjustments in class.</i></p> <p><i>Staff seat hearing impaired pupils appropriately.</i></p> <p><i>Trust and SIP focus address this.</i></p> <p><i>PE lead to provide training for Tas and lunchtime staff on positive playtimes.</i></p> <p><i>Staff knowledgeable on how to use hearing aid during class and assemblies.</i></p> <p><i>Alternative provisions in place e.g. cooking, forest school, inclusive sports.</i></p> <p><i>PE lead works closely with LSP to provide inclusive sporting provision.</i></p>
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						All classes are fully carpeted in the main work/teaching area.
	School visits/ extracurricular activities are accessible to all pupils, regardless of attainment or impairment.	<ul style="list-style-type: none"> Meetings with parents and external agencies as appropriate Risk assessments completed to address key areas. Adjustments made. 	Extra-curricular and residential events attended by children, regardless of their attainment and SEND needs.	SENCO/SLT Class teacher	23-24 Update as necessary.	Ongoing monitoring of any barriers to clubs and extra-curricular activities and if additional staff is needed e.g. Forest school/ residential.
Improve and maintain access to the physical environment	Suitability of inside and outside environments and facilities for children and adults with disabilities	<ul style="list-style-type: none"> Yearly transition planning with parents/carers, pre-school providers, professionals from other agencies and pupils as appropriate, to consider e.g. playtime arrangements and equipment, location of toilet facilities, classroom furniture etc. and action any adjustments that are needed Risk assessments completed/reviewed and updated as appropriate Action taken/ adjustments made as needed 	Adjustments made in advance of transition to ensure safe and appropriate access for children Adjustments made as needed/appropriate to ensure safe access for adults	SENCO/SLT Class teacher Professionals from other agencies Office staff SEN Governor	Summer Term each year As children join school during the academic year	Review of risk assessments carried out in Sept. Transition carried out throughout the year for in-year transfers, summer term transition for Y6-7 and preschool to EYFS.

	<p>Termly audits by Safeguarding Committee to identify issues/damage /wear and tear</p> <p>All staff report any concerns to Premises Officer</p>	<ul style="list-style-type: none"> Access for all school users including those with disabilities, is safe 	<p>Access for all school users including those with disabilities, is safe</p>	<p>Head Teacher</p> <p>Safeguarding Governor</p> <p>Premises Officer</p>	Ongoing	<i>This is ongoing</i>
	<p>Emergency and evacuation systems INFORM ALL pupils.</p>	<ul style="list-style-type: none"> Systems and staffing ensure that all pupils can exit the school safely. 	<p>Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult.</p>	<p>All staff</p> <p>Safeguarding Governor</p> <p>Premises Officer</p>	Termly	<i>Termly fire drills to ensure that all pupils can exit the school safely. PEEPs completed.</i>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Access to written information for adults with disabilities / additional needs</p>	<p>If requested....</p> <ul style="list-style-type: none"> Identify companies/services able to provide range of formats for written information as and when required to meet individual need Confidential discussions/questionnaires for parents/carers to ascertain any access needs regarding written information Staff and Governor vacancies include reference to welcoming applications from disabled candidates 	<p>If needed, Information is available in an appropriately accessible format e.g. large print, braille, other language, text messaging, telephone support</p>	<p>Office staff</p> <p>Head teacher</p> <p>SENCO</p> <p>SEN Governor</p>	As required	<p><i>Ongoing monitoring to check if this is required this academic year.</i></p> <p><i>Parents asked when they join the school if written information is needed in a different format/size/language.</i></p>

	School records for children with disabilities/additional needs	<ul style="list-style-type: none"> • Registration forms for new children document any additional needs/disabilities • EHCPs reviewed and updated annually with parents • One Page Profiles (learning passports) updated annually and as needed during the year • End of year meetings between current and receiving class teachers • Class teachers inform support staff and lunchtime staff of individual children's needs 	All staff informed of additional needs/disabilities of children they support and any adjustments that need to be made are actioned	Office Staff Class teachers SENCO	Records reviewed annually and as needed during the year	<i>Ongoing review of records takes place.</i>
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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 SENDCo.

It will be approved by the governing body.

