

Accessibility Plan



Approved by:

Date:

Signed

Last reviewed on: [Date]

Next review due by: [Date]

Howard Park Community School

Contents

Table of Contents

Aims	2
Legislation and Guidance	2
Accessibility Action Plan 2021 -2024	1
Part One: Increasing Access To The School Curriculum	1
Part Two: Improving the Delivery Of Written Information	4
Part Three: Improve And Maintain The Physical Environment	6
Review Schedule	1
Links With Other Policies	1

Accessibility Plan

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 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 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.

Our school principles and values of Respect, Responsibility, Care and Ambition underpin our approach to equality and inclusion, ensuring that everyone, regardless of their background or ability is treated equally.

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.

Accessibility Action Plan 2021-2024

Part One: Increasing Access To The School Curriculum

Target	Strategies	Outcome	Lead	Timeframe/ Evaluation Point	Success Criteria?
To reduce the number of persistent absentees to be in line with the National Average	<p>Re-new attendance policy</p> <p>Increased monitoring of attendance through the school's MIS.</p> <p>Place a high focus on attendance, promoting good attendance regularly.</p>	All pupils are receiving their entitlement to fair access of the curriculum	HT	July 2022 (with regular monitoring throughout the year)	Persistent absence figures will be reduced from previous year and will be in line with the National Average.
To ensure equal access to extra-curricular and out of school activities for all pupils.	<p>To review the uptake of extra-curricular activities by pupils, ensuring that there is a range of pupils accessing clubs.</p> <p>Training given to all staff when supporting pupils with specific health and/or disability needs.</p>	Equal access to the curriculum and extra-curricular activities for all pupils.	SLT	June 2022 (with regular monitoring throughout the year)	<p>Additional access provided for some children.</p> <p>The school population is reflected in the uptake for extra curricular activities.</p>
To support narrowing the gap with accurate and timely monitoring and assessment	<p>Effective monitoring of assessment is in place throughout school for all pupils.</p> <p>To develop systems to effectively track pupils who are working well below their expected level.</p>	Assessment data is readily available for analysis and is acted upon in pupil target setting and identifying pupils for additional support.	SLT and staff	Ongoing through the year.	School can identify and track pupil progress re EAL, SEN, G&T, specific need with efficiency and

	Next steps can be effectively identified from assessment information.				deploy resources effectively.
To ensure there is diversity within the curriculum and reading books.	<p>Ensure that within the curriculum a diverse range of people are represented and help to support and break stereotypical views.</p> <p>There is a range of literature within school that children can access that represents an inclusive and mixed society.</p> <p>To take part in schemes to promote awareness of others cultures and lives.</p>	Raise awareness of diversity within school.	SLT Subject leaders	June 2022	<p>The curriculum evidences a diverse range of people are studied.</p> <p>Books in the library represent a range of people and cultures.</p> <p>Pupils can talk positively and understand different cultures and lifestyles.</p>
Evaluation 2021-22					
Evaluation 2022-23					
Evaluation 2023-24					



Part Two: Improving the Delivery Of Written Information

Target	Strategies	Outcome	Lead	Timeframe/ Evaluation Point	Success Criteria?
<p>To communicate with parents in a clear, straight forward and simple way that matches their needs.</p>	<p>Information presented in variety of easy to access ways e.g. displayed in window for parents dropping off, sent via email, text and on school website. Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides produced & parents sessions run for key areas e.g. phonics, new assessment.</p> <p>Admin & teaching staff aware of individual who may need information explaining directly or personally.</p> <p>Parents/Carers to be surveyed on how we could improve the communication between home and school to make it easier or more accessible for people.</p> <p>Use new parent surveys to try to ascertain who has access to internet & electronic devices at home.</p>	<p>Parents receive relevant, up to date information in a timely, appropriate manner.</p>	<p>HT</p>	<p>Survey completed by Spring 2022, then ongoing</p>	<p>Parents are kept up to date with information regarding the school and their child's education.</p>
<p>To ensure needs/requirements of stakeholders are fed into the action plan as part of the 3</p>	<p>Questionnaire to include a statement about disability to allow for feedback on related needs/requirements. Collection of information from the website and general information. These to</p>	<p>Stakeholders are consulted and their needs reasonably met</p>	<p>SLT</p>	<p>Ongoing through the 3 year cycle</p>	<p>School is inclusive to all stakeholders</p>

year cycle of review.	include where appropriate in the action plan.				
Evaluation 2021-22					
Evaluation 2022-23					
Evaluation 2023-24					

Part Three: Improve And Maintain The Physical Environment

Target	Strategies	Outcome	Lead	Timeframe/ Evaluation Point	Success Criteria?
To improve the range of resources and facilities available to all pupils at breaktime and lunchtimes	To work with local contractors to identify a range of resources that can provide access to all pupils to help support physical and mental wellbeing.	The playground helps provide appropriate play for all pupils.	SLT Bursar	Ongoing through the 3 year cycle	Children are actively and positively engaged through their lunch and break times.
Ensure safe access to school through the school car park.	To try and reduce the number of cars using the car park. To ensure that disabled bays are used only by stakeholders that are blue badge holders. Take part in strategies aimed at reducing the number of cars travelling to school.	The car park is used by fewer cars and the levels of congestion are reduced.	HT	Termly through the first year.	Less congestion in the school car park.
Ensure that there is safe escape routes for all children in the event of an emergency.	Development of a Personal Evacuation Plan for individuals whose needs require.	Purchasing of an evacuation chair	HT/Bursar	End of Year 1 of plan.	Safe escape routes ensured for all pupils.
Evaluation 2021-22					
Evaluation 2022-23					

Evaluation 2023-24

Review Schedule

The Governing Body reviews this policy every three years. They may, however, review the policy earlier than this if the government, or the LA, introduces new regulations, or receives recommendations on how the policy might be improved.

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
- › Special educational needs (SEN) information report
- › Supporting pupils with medical conditions policy