# Accessibility Plan

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| **Approved by:** | The Governing Body | **Date:** | Nov 25 |
| ***Signed*** | | | |

*Howard Park Community School*

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# 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 2025-2028

### 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**<br><br>**To meet the schools attendance target of 96%** | Re-new attendance policy<br>Increased monitoring of attendance through the school's MIS.<br>Place a high focus on attendance, promoting good attendance regularly.<br>Share pupils individual attendance on a termly basis.<br>Share weekly school attendance with parents through the newsletter | All pupils are receiving their entitlement to fair access of the curriculum | HT | July 2026<br>(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 support narrowing the gap with accurate and timely monitoring and assessment** | Effective monitoring of assessment is in place throughout school for all pupils.<br>To develop systems to effectively track pupils who are working well below their expected level.<br>Next steps can be effectively identified from assessment information. | 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, specific need with efficiency and deploy resources effectively. |

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| **To ensure there is diversity within the curriculum and reading books.** | Ensure that within the curriculum a diverse range of people are represented and help to support and break stereotypical views.<br>There is a range of literature within school that children can access that represents an inclusive and mixed society.<br>To take part in schemes to promote awareness of others cultures and lives. | Raise awareness of diversity within school. | SLT<br>Subject leaders | July 2026 | The curriculum evidences a diverse range of people are studied.<br>Books in the library represent a range of people and cultures.<br>Pupils can talk positively and understand different cultures and lifestyles. |
| **To increase all staff awareness of additional needs.** | Provide updated staff training for all staff around supporting additional needs and quality first teaching.<br>Continue to use the Spenborough Trust/Cluster group and links with external agencies (e.g. CCI Team, VI team & SALT) to ensure staff are supported and understand how best to support pupils identified as having a specific need.<br>Identify other relevant training opportunities.<br>Teaching staff conduct audits of their classroom. | Increased staff knowledge<br>Pupils better supported within the classroom. | SENDCo | July 26 | Observations and drop-ins identify that pupils with a range of SEND are well supported within the classroom. |
| **Evaluation 2025-26** | | | | | |

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| Attendance improved through 25-26, rising to over 95%. To continue to focus on this and raise attendance further, aiming to be at 96% or above at the end of 26-27.<br><br>Assessment data clearly identifies differences between different pupil groups, mixed outcomes across school, although PP is typically below that of non-PP pupils.<br><br>Detailed review of texts used in English lessons throughout school. Support received from book shop owner to further develop the range of texts used in lessons.<br><br>Detailed work has been undertaken to develop staff understanding of a range of additional needs. External CPD sought through the Learning Partnership which provides a range of opportunities for CPD on developing inclusion and adaptations within the classroom. |
| **Evaluation 2026-27** |
| **Evaluation 2027-28** |

## Part Two: Improving the Delivery Of Written Information

| Target | Strategies | Outcome | Lead | Timeframe/ Evaluation Point | Success Criteria? |
|---|---|---|---|---|---|
| **To communicate with parents in a clear, straight forward and simple way that matches their needs.** | 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.<br><br>Admin & teaching staff aware of individual who may need information explaining directly or personally.<br><br>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. | Parents receive relevant, up to date information in a timely, appropriate manner. | HT | Survey completed by Spring 2026, then ongoing | Parents are kept up to date with information regarding the school and their child's education. |
| **To ensure needs/requirements of stakeholders are fed into the action plan as part of the 3 year cycle of review.** | 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 include where appropriate in the action plan. | Stakeholders are consulted and their needs reasonably met | SLT | Ongoing through the 3 year cycle | School is inclusive to all stakeholders |

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| **Evaluation 2025-26**<br>Surveys have taken place, however need to produce one to focus specifically on the sharing of information to find the best ways possible. | | | | | |
| **Evaluation 2026-27** | | | | | |
| **Evaluation 2027-28** | | | | | |

## Part Three: Improve And Maintain The Physical Environment

| Target | Strategies | Outcome | Lead | Timeframe/ Evaluation Point | Success Criteria? |
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| **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<br>Bursar | Ongoing through the 3 year cycle | Children are actively and positively engaged through their lunch and break times. |
| **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 2025-26**<br>External contractors were brought in, plans were made however funding avenues were then restricted. Since then school has begun looking at OPAL, has visited a school and is beginning to introduce and develop its own approach based on these principles.<br>PEP's written for all pupil who require them. | | | | | |
| **Evaluation 2026-27** | | | | | |
| **Evaluation 2027-28** | | | | | |

## 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