



Haydon Abbey School and Preschool

Accessibility Plan 2024 - 2027

Approved by: Governing Body	Spring 2024
Last reviewed:	Spring 2024
Next review due by:	Spring 2027

At Haydon Abbey School we strive to provide children with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to celebrate everyone's uniqueness and successes and we recognise learning in all its forms. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

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 or her ability to carry out normal day-to-day activities.

The Haydon Abbey School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

The Haydon Abbey School Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in leisure, cultural activities

or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and maintain access to the physical environment of the school – this covers improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, information about the school and school events. The information should be made available in various preferred formats.

Physical Accessibility

Targets	Strategies	Timescales	Responsibility	Success Criteria
For the school to be aware of the access needs of disabled children, staff, governors and parents/carers and how best to meet their needs.	Create access plans for individual disabled children as part of the SEND Provision Mapping process.	As required	SENCO / Class teacher	Provision maps are in place for disabled pupils, and all staff are aware of pupils' needs.
	Staff are made aware of the needs of individuals as required.	As required	Headteacher/SLT	Continuously monitored to ensure any new needs arising are met.
	A member of SLT is available to meet prospective pupils and their parent/s / Carer/s, at which point any needs can be discussed, appropriate e.g. pupil with physical needs.	Annually	Headteacher/SLT	Pupils have full access to all areas of school. Volunteers are aware of needs of SEN children as required.
	Annual reminder to parents/carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing	Office Manager/ Headteacher	School is aware of any accessibility issues.
	Ensure staff and governors can access areas of school used for meetings	As required	Staff and Governors	All staff & governors are confident that their needs are met
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors	As required	Head/ Governors/ Site manager/	Re-designed buildings are usable by all

	when considering any redesign			
Ensure all disabled people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils. Ensure all staff are aware of their responsibilities in evacuation and aware of the relevant SEN information. Class teachers to be aware of responsibilities for any disabled people volunteering in school	As required Ongoing Ongoing	SENCO	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people can be evacuated quickly and easily.
Ensure there are enough fire exits around school that are suitable for people with a disability.	Ensure staff are aware of need to keep fire exits clear.	Daily	All Staff	All disabled personnel and pupils have safe exits from school.
Ensure accessibility of access to IT equipment	Liaise with specialist teachers on information with regard to hardware or software requirements.	As Required	SENCO/ICT Co-ordinator	Hardware and software meeting the needs of children as appropriate.

Access to the Curriculum

Targets	Strategies	Timescales	Responsibility	Success Criteria
Ensure staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO	Raised confidence of staff to support children with specific needs.
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Share information with all agencies involved with each child. Differentiate. lesson material to meet the needs of individuals	Ongoing	SENCO	All staff are aware of individual's needs. All children to have access to lesson material.
Ensure relevant staff receive training on the use of any specialist equipment used by individual pupils.	Training given by the LEA or NHS specialists	As required	SENCO/STS	Staff feel confident to use and maintain specialist equipment.
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are checked for suitability. Develop guidance on making trips accessible.	Ongoing	EVC/SENCO	All pupils are able to access all school trips and take part in a range of activities.
Ensure PE and Sports Day are accessible to all pupils	Review PE curriculum to include disability sports.	As required	PE Co-ordinator/ SENCO	All pupils have access to PE and are able to excel.
Ensure that all pupils are supported by the Behaviour Policy	All staff to be aware of policies. All staff to be trained using 'Levels'	As required	Headteacher	All children will be supported through a consistent approach to sanctions.
Children needs considered to access SATs and other assessments	Vulnerable children to be assessed, using the criteria as set by the DFE.	As required	SENCO/ Headteacher	All children will be supported to enable them to access assessments and SATs
Ensure all children with visual needs are able to access handouts and written information	School to amend worksheets and written information accordingly	As required	SENCO/ Class Teacher /STS	All children are able to access written information