ACCESSIBILITY PLAN

October 2025/6

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1. 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

Howard Primary 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. We are a UNICEF Rights Respecting School. All pupils are taught to recognise and respect the rights of others and to conduct themselves in accordance with our core values to **Be Kind, Be safe, Be respectful, Be Prepared.** We feel that together, these collective values both reflect and reinforce the inclusive ethos of the school for the benefit of all pupils regardless of background or ability. Howard Primary School celebrates and encourages diversity. Our pupil cohort reflects the rich cultural and ethnic diversity of our local community and pupils are given a voice to enable them to feel valued, respected and supported in every endeavour. Our ethos promotes the importance of pupil and staff wellbeing, anti-bullying and the importance of feeling safe and comfortable within the school environment.

This plan will be made available online on the school website, and paper copies are available upon request.

Howard Primary 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 employs a full-time SEN coordinator to ensure compliance with all statutory requirements relating to accessibility and SEN provision. Howard is also committed to providing support for children with English as an additional language and provides staff with training as well as administering a detailed assessment system to ensure that the best provision possible is made at all times for children with this barrier to learning.

Howard Primary School's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Key Priorities:

Howard Primary school takes advice on support needed for children with disabilities and works with experts to ensure they have the necessary support to achieve their full potential. The action plan below aims to ensure that:

- The school complies with its statutory duties under current legislation.
- A safe, secure and supportive learning environment is provided at all times for all pupils.
- An inclusive curriculum centred around skilful differentiation is available to support children with disabilities and special educational needs.
- Children are given the opportunity to build self-esteem, self-confidence and a positive outlook towards their education.
- The physical environment of the school is appropriate to cater to the needs of our pupils and staff and that improvements are made over time and as needs change.
- We improve the delivery of information to pupils with a disability.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. Action plan

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

Aim	Current Good Practice	Objectives	Person Responsible	Target date to complete actions by
Increase access to the curriculum for pupil with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • Visual timetables used in all classrooms. • Touch typing memory programs to support working memory • IPads and Latops available when required to support learning (dictation software used whre appropriate). • Coloured overlays used where appropriate to support children with visual impairment or dyslexia. • Dyslexia friendly fonts available on all computers. Dyslexia Friendly books.	Curriculum resources to include examples of people with disabilities (including displays where applicable). Curriculum reviewed periodically to ensure it meets the needs of all pupils.	SLT / SENdCo SLT	

	• Sloping boards, core-strengthening cushions, pen and pencil grips, easy grip scissors, adapted cutlery and other specialist resources and equipment are used where appropriate. • CPD delivered to all teaching staff on differentiation and SEN provision. Currently we train and deliver SALT (Speech and Language Therapy) to include the following programmes: • NELI • Attention Bucket • Individual SALT programs The school also trains on and delivers: • Zones of Regulation • Lego Therapy • Social Skills • Learning environments are organised to support children individually where a disability is identified (e.g. provision of laptops, adjusted proximity to screens, whiteboards and/or support staff, seating plan adjustments).			

	• All pupils encouraged to take part in music, drama and sport (pupils involved in Panathlon Sports Challenge). • School trips and visits are organised, wherever possible, to allow for participation by all pupils.			
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This currently includes: • Lift system in new building • Corridors width appropriate to accommodate wheelchair access • Disabled toilets • Graduated counter top in school office. • Hand rails on staircases. • Yellow highlighter strips on all staircases. • Sound field system available in reception class. • Log cabin purchased and placed in playground for use as additional learning space for children in year 3. • Keypad and entrance communicator moved to be at more accessible height for wheelchair users.	Improve accessibility: • Any future door release buttons to be at accessible height for wheelchair users. • Additional ramp leading from the playground into the dining/assembly hall to enable wheelchair access to key areas of the school building.	Governing Body / SLT	

Improve the delivery of information to pupils with a disability	Howard Primary School uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Pictorial or symbolic representations (colourful semantics) • Coloured overlays for text. • Open dyslexia or Tahoma fonts available on all computers. • Individual laptops provided for children who require typing facilities.	Appropriate signage (Braille) for visually impaired pupils, staff or visitors to the school. Make improvements for stakeholders with hearing impairments (e.g. installation of sound field system).	Governing Body / SLT	

This policy will be reviewed annually or sooner if necessary.

Signed:_____

Print Name:_____

Date:_____