

# Harrold Primary Academy

## Disability and Equality Scheme

### Accessibility Plan 2023–2025

#### Document Control

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| Reviewed by Headteacher/SENDCo: | September 2025 |
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**Harrold Primary Academy nurtures the progress of every child through a creative curriculum. Independent learning is encouraged through a wide variety of rich, challenging and exciting activities. Fundamental to achievement are the acquisition of knowledge, skills and reflective thinking.**

## **Introduction**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. It states 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 Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed at least every three years and approved by the Governing Body.

At Harrold Primary Academy we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they develop a respectful, caring attitude towards each other and the environment both locally and globally.

The Harrold Primary Academy Accessibility Plan shows how access can be developed for disabled pupils, staff and visitors to the school within a reasonable timeframe. It anticipates making adjustments to accommodate the needs of pupils, parents and staff with a disability. The Accessibility Plan contains relevant and timely actions to:

- Ensure that there is access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as pupils without a disability. As well as teaching and learning and the wider curriculum of the school, it includes participation in lunchtime clubs, leisure and 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, adding specialist facilities as necessary. This includes improvements to the physical environment of the school and physical aids to access education.
- Ensure that there is high quality and appropriate written information for pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, books and information about the school and school events. The information will be made available in various formats within an appropriate timeframe.

Harrold Primary Academy Accessibility Plan relates to the key aspects of the physical environment, the curriculum and written information.

## **Aims**

- Ensure that pupils with a disability can access the curriculum.
- Improve and maintain access to the physical environment.
- Ensure that there is high quality and appropriate written information for pupils and parents.

## **Current Practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. We support parents of pupils with a disability in sharing information with us regularly at parents' evenings, action plan meetings and more informal conversations at the start and end of the school day.

## **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, lunchtime clubs for pupils with physical and other impairments, school trips for pupils with medical needs. These challenges are met on an individual basis, drawing up risk assessments in consultation with pupils, parents and visit providers.

## **Curriculum**

There are areas of the curriculum in which disabled pupils may need additional support. Some areas of the curriculum present particular challenges, for example in PE pupils with a physical impairment may need individualised support. For the practical aspects of Science and DT for example, pupils with visual impairment or motor impairments may need individualised support.

## **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff as and when needed or requested.

## **Access Audit**

The school is comprised of a single storey building with several access points from outside. There are several levels within the single storey buildings connected by ramps or shallow steps. The main entrance is secure but features shallow steps. Wheelchair users can access the Reception area via an external door which is accessible by ramp a short distance away. There are disabled toilet facilities available in the main corridor which is accessible from all other parts of the main building. The school has internal emergency signage and escape routes are clearly marked.

## **Management, coordination and implementation**

We consult with relevant experts, as appropriate, when new situations regarding pupils with disabilities are experienced. This is true for short term as well as long term needs.

### **Action Plan**

#### **Aim 1**

#### **To ensure that disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

| <b>Targets</b>   | <b>Strategies</b>  | <b>Timescale</b>                             | <b>Responsibility</b>  | <b>Success Criteria</b>  |
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| To review all statutory policies to ensure that they reflect inclusive practice and procedure.   | Comply with the Equality Act 2010  | Ongoing review of policies each Summer term. | HT<br>All subject leaders  | All policies are reviewed by September and clearly reflect inclusive practice and procedure. |
| To establish and maintain close liaison with parents.  | Ensure regular opportunities for collaboration and sharing between school and families.<br>Ensure parents are aware of how to ask for support. | Ongoing                                      | HT<br>SENDCo<br>All Teachers   | There is a clear collaborative working approach.   |
| To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children with severe asthma, epilepsy or mobility issues. | Ensure collaboration between all key personnel.<br>First Aid and Medical Needs policy is up to date and reviewed as per plan.                  | Ongoing                                      | HT<br>SENDCo<br>Teachers<br>TAs<br>External services dependent on need | There is a clear collaborative working approach.   |

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| <p>To ensure full access to the curriculum for all children.</p> | <p>Seek the advice of Specialist Advisory teachers. Ensure that there is continuing professional development opportunities for all staff.</p> <ul style="list-style-type: none"> <li>• Create and teach a bespoke curriculum where this is required.</li> <li>• Use individual assessment materials to measure the small steps a child may make.</li> <li>• Where appropriate ensure that support staff are available to assist pupils. Ensure that support staff have relevant training.</li> <li>• Include the use of multimedia activities and multisensory approaches to support curriculum areas.</li> <li>• Use interactive ICT equipment as appropriate.</li> <li>• Ensure that specific equipment is sourced from occupational therapy or other agencies as needed.</li> </ul> | <p>Ongoing</p> | <p>Teachers</p> <p>SEND<br/>CO<br/>External services dependent on need</p> | <p>Advice is taken and strategies evident in classroom practice.</p> <p>Pupils with additional needs or disabilities are supported and are accessing a broad and balanced curriculum appropriate to their identified needs.</p> |
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| To review attainment of all SEN pupils.   | <p>Class teachers will discuss the attainment of SEN pupils with the headteacher and team leader during Pupil Progress meetings.</p> <p>SENCo will review entrance and exit data for intervention programs as well as action plans.</p> <p>Plan regular meetings with parents of pupils with SEN to discuss progress and attainment.</p>   | Termly  | Class teachers<br>HT<br>SENDCo | <p>Progress made towards Education and Health Care Plan targets is evident.</p> <p>Provision mapping and progress tracking shows clear targets and progress made by pupils.</p> |
| To encourage the involvement of disabled students in classroom activities/discussions | Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)  | Ongoing | Whole school approach          | A variety of learning styles and multi-sensory activities are evident in planning and in the classrooms.  |
| To take account of the variety of learning styles when teaching.                      | <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• Features such as sticky keys and filter keys to aid disabled users in using a keyboard</li> <li>• Elklan and Makaton training for relevant staff</li> <li>• Provide alternative activities, as appropriate, to enable disabled pupils to take part in lessons</li> <li>• Create positive images of disability within the school so that pupils begin to develop an understanding of the needs of disabled people</li> <li>• Access to assistive technology, such as voice to text software</li> </ul> |         |                                | The needs of all disabled pupils, parents and staff are recognised and represented within the school.   |

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| Ensure all children take part in a variety of extracurricular activities both in school and out of school. | <ul style="list-style-type: none"> <li>Carry out regular audit of children's activities to identify gaps. Signpost and actively encourage children to take part in clubs that interest them eg Dance, Guitar, Lego, Football, Gardening etc</li> <li>Respond to and actively seek opportunities for access to external opportunities eg through the School Sports Partnership.</li> </ul> | Audit carried out in September and reviewed each term |               | <p>Gaps are identified and additional opportunities offered</p> <p>School is represented in external activities and opportunities, including those with disabilities</p> |
| To evaluate and review the above short and medium term targets annually.                                   | See above   | Annually  | SLT<br>SENDCo | All children are making good progress from their various starting points.  |

## **Aim 2**

**To improve and maintain access to the physical environment.**

| <b>Targets</b>                                     | <b>Strategies</b>  | <b>Timescale</b> | <b>Responsibility</b>           | <b>Success Criteria</b>   |
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| To improve the physical environment of the school. | The school will consider the needs of pupils, staff and visitors with physical difficulties and sensory impairments when undertaking future improvements and refurbishments of the site and premises. This may include improving access, lighting, colour schemes and furniture choices. | On going         | SLT<br>Site Officer / Site Team | The school environment is accessible to pupils, staff and visitors with disabilities and meets their needs. |

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| To ensure that the learning environment is visually stimulating for all children                  | Continue to create colourful, engaging displays in classrooms and inviting book corners.   | Ongoing  | Teaching and non-teaching staff                         | Engaging and sensory-smart learning environments are evident when learning walks take place.  |
| To provide fewer stimulating areas appropriate to the needs of children where needed              | Proactively seek to assess sensory sensitivities and plan for these.   | Ongoing  |   |   |
| To ensure all stakeholders with a disability can access and use the school environment.           | Create individual access plans for disabled children.<br><br>Include questions in the confidential pupil information questionnaire about parents/carers access needs and ensure they are met as appropriate. | Ongoing  | SLT<br>Teaching Staff<br>Site Officer / Site Team       | When access plans and outcomes of questionnaires are reviewed, it is evident that steps have been taken to meet the needs of individuals. |
| To ensure that the medical needs of all pupils are met fully within the capability of the school. | Conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.  | Ongoing  | Head Teacher<br><br>SENDCo<br><br>Health professionals. | There is evidence that care plans are being put into action to support pupils with medical needs.   |
| To ensure disabled parents can be involved with the life of the school.                           | Dedicated disabled parking close to school entrance<br>Disabled toilet access<br>Offer a telephone call to explain letters home.   | On going | Whole school team                                       | Ensure that disabled parents are fully included and can be involved in their child's education.   |
| To improve community links.   | The school will continue maintain links with schools in the Bedford Borough Local Authority and the wider community.   | Ongoing  | SLT<br><br>All staff                                    | There is evidence of links with different schools within the local community.   |
| To continue to develop and maintain playgrounds and facilities.                                   | Look for funding opportunities to develop the playground facilities  | Ongoing  | Whole school approach                                   | There is a child, friendly, inclusive play area on site.  |



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| To ensure the roads and paths around school are as safe as possible. | <p>Communicate with parents regularly about the safest way to drop off pupils at school and appropriate places to park cars</p> <p>Communicate with parents about where it is appropriate for children to use their bikes and scooters around the school site.</p> | Ongoing | SLT | Traffic order in front of school is adhered to. |
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**Aim 3 To ensure that there is high quality and appropriate written information for pupils and parents.**

| Targets   | Strategies   | Timescale | Responsibility | Success Criteria  |
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| To ensure that children with visual impairment have access to the curriculum. | <p>Communicate regularly with parents and external agencies about the visual needs and the best way to present information e.g. regularly engage with the Sensory Support Team</p> <p>Create resources using enlarged fonts and different coloured papers as appropriate.</p> <p>Interactive whiteboards to be pastel colours, not white.</p> <p>Access to coloured overlays where these have been identified as useful.</p> | Ongoing   | All staff      | All pupils have access to written information in an appropriate format. |

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| <p>To enable pupils, parents and visitors to access high quality, appropriate written information.</p> | <ul style="list-style-type: none"> <li>• Raise awareness of font sizes and page layouts that will support individuals with visual impairments.</li> <li>• Audit the school library to ensure there are texts with larger fonts.</li> <li>• Audit signage around the school to ensure that is accessible to all.</li> <li>• Offer to support parents by talking through and explaining written correspondence where appropriate.</li> </ul> | <p>Spring term</p> | <p>All staff</p> | <p>Children, parents and visitors report that they can access relevant information around school.</p> |
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| To regularly review children's records to ensure that staff have awareness of individuals with disabilities. | <ul style="list-style-type: none"> <li>Records will be passed on to new class teachers and discussed at end of year class teacher meetings. Discussion will include information about the needs of pupils and parents and the best way to share and present information.</li> <li>Information for annual reviews, and action plan meetings will be made available in a format appropriate for those attending the meeting.</li> <li>Where parents are required to complete paperwork, they will be provided in an accessible format. Where appropriate, a member of staff may complete paperwork with parents.</li> </ul> | Ongoing  | Class teachers<br>SLT<br>Outside agencies<br>Office staff | Members of staff are aware of the needs of pupils within their class and the best ways in which to share information with them. Teachers are aware of the best way to communicate with parents with additional needs. |
| To evaluate and review the above short and medium-term targets annually.                                     | See above   | Annually | SLT<br>SENDCo   | Pupils, parents and staff report that written information in accessible and appropriate.  |

Date this plan was updated: September 2025

Date of Review: September 2027

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Headteacher – September 2025