



Haydn Primary School

Accessibility Plan

2026-28

Policy administration	
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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

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.

At Haydn our educational philosophy is a simple one and centres on achieving the best possible outcomes for all children so that;

- Learners are safe, happy, confident, secure and able to engage with the wider community. They develop strong characteristics for learning: Resilience, Responsibility, Resourcefulness, Reflectiveness, Readiness and are well prepared to live life in Modern Britain.
- That all pupils at Haydn are extremely well prepared to become life- long learners and are able to achieve the highest possible social, emotional, physical and academic standards.
- Learning is enjoyable, integrated and stimulating; education is delivered in a way that develops and challenges children and excites their imagination. In this way children enjoy not just learning different things, but learning in many ways; out of doors, through play, in small groups, through art, music and sport, from each other and from adults other than teachers.

School Aims

We strive:

- To achieve the best outcomes for each child regardless of individual starting points and ensure that children feel a sense of achievement in all that they do.
- To deliver an interesting, broad, creative and challenging curriculum.
- To empower children to become independent, resilient learners and thinkers.
- To develop enquiring minds, enterprising skills and embrace lifelong learning, inspiring all to hold a natural curiosity and love of learning.
- To encourage pupils to develop self-discipline and high standards of work and behaviour. This includes encouraging pupils to act responsibly, display initiative, be considerate and respect themselves and others.
- To celebrate social and cultural diversity so that everyone feels valued and respected.
- To help children to develop a knowledge and understanding of issues affecting their health and well-being so that they can make informed choices for their future.

- To enable pupils to become responsible and environmentally aware global citizens, and value and celebrate their contributions to society.
- To harness and encourage the safe use of new technologies to enhance and extend learning.

In order to achieve this, we provide

- A happy nurturing environment where all children can fulfil their potential and make a valuable contribution to society.
- High quality and exciting teaching which is a strength of this school and we pride ourselves on this.
- A wide range of enrichment activities to enhance our creative curriculum and enable us to teach and children to practice all their required skills.
- Effective pastoral support to promote pupils spiritual, cultural, social and moral development.
- Positive and effective partnership between pupils, staff, parents, governors, other agencies and the wider community.
- Committed, forward looking and energetic staff who work relentlessly to ensure ours is an effective school where all children receive the best education possible.
- Involvement in local, national and international networks enabling us to learn from the best practice and use all resources to develop and further strengthen our offer.

This accessibility plan is designed to support all children at Haydn to be ‘the best that they can be’. The plan is 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. We work closely with the Local Authority to ensure that we can fulfil our obligations in this regard.

Our 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.

We have included a range of stakeholders in the development of this accessibility plan, pupils, parents, staff and governors of the school.

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 our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Success criteria
Increase access to the curriculum for pupils with a disability	✓ Our school offers an adapted curriculum that strives to meet the needs of all pupils. ✓ We use resources tailored to the needs of pupils who require support to access the curriculum. ✓ Curriculum resources include examples of people with disabilities. ✓ Curriculum progress is tracked for all pupils, including those with a disability. ✓ Targets are set effectively and are appropriate for pupils with additional needs. ✓ The curriculum is reviewed to ensure it meets the needs of all pupils. ✓ School clubs, sporting, cultural activities and school visits are accessible to all pupils including pupils with identified barriers to learning and participation. Actions include: risk assessment, provision of additional support and/or resources. Identification of alternative opportunities as needed. ✓ The school makes full use of a range of LA support services, health professionals and the community ✓ The school SENCO attends NST SENCO networks to keep abreast of new ideas/sharing of good practice. ✓ B Squared level descriptors in use (when relevant) for pupils experiencing barriers to learning and participation. ✓ Individual pupil profiling in place – IPMs and PSPs ✓ PSHE/Jigsaw strategy in place throughout school ✓ Ongoing training programme for all staff re: SEND issues ✓ Pupils have positions of status and responsibility e.g. school councillors, play leaders, EC Team, Shakespeare Ambassadors & Reading Ambassadors and Peer	To increase the confidence of all staff to support all children to access the curriculum and make progress through quality first adaptive teaching and intervention. To ensure teachers and teaching assistants have specific training on specific disability and SEND issues that impact our pupils. To ensure accessibility of IT equipment to support learning, through liaison with outside agencies. All educational visits are accessible to all unless in exceptional circumstances where risk assessments deem otherwise. Pupil profiles in place for all children with SEND/ a disability To use appropriate assessment tools to track and monitor progress.	To be aware of staff training needs. Assign CPD for: Precision Teaching, Lego Therapy, Good Autism Practice, Structured Teaching. To be aware of staff training needs through performance and pupil reviews. Identify specific training. For example, Makaton signing Reading braille Awareness of Autism To ensure alternative appropriate equipment is available. Work with IT support, EP and IES. Advance visits. Use EVOLVE to complete forms and risk assessments. To use: LASS 8-11 screener AET- Framework Progression B-squared assessment	Send Lead (RH) Headteacher (LP) Off site visits Lead (Bex Crawford) Computing Lead (EC) All staff	Staff are confident to support individual pupil needs so that barriers are removed and all children access the curriculum. All pupils access IT equipment in a way that supports their learning and individual needs. All pupils are able to take part in educational visits that support their learning and inclusion. Pupil progress is accurately measured and therefore can be used to identify where additional support/ provision is required.

	Mediators (Y6) ✓ Use of Widgits and visual timetable		IPMs and PSPs Arbor data analysis		
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • All play areas and outdoor classrooms or learning areas are ramped and accessible by wheelchairs/pushchairs • All Key Stage One access is ramped and accessible by wheelchairs/pushchairs • Most classrooms are partially carpeted. • There are no steps in the internal building. • Sensory spaces in school • Enhanced provision bases for EYFS and KS1 & 2 • Pathway from nursery to school made safe. • F2 + nursery outside areas redesigned. • All classrooms now have outside doors. • Accessible toilet, enlargement facilities, specialist ICT equipment and specialist software. • The school already supports pupils with significant barriers to learning and participation with difficulties in the areas of: learning, communication and interaction, vision, hearing and behaviour.	To continue to develop outdoor spaces. For example, play equipment, gardens and outdoor learning spaces. To develop work stations, sensory spaces and intervention spaces. To ensure there is easy access into the main school building through gates that enable wheel chair and pushchairs	Forest school space Create an intervention for each Year group Break out spaces in place to support pupils with sensory needs Work stations to support structured teaching	Maddy Bell Head Teacher Send Lead	Pupils are able to access a range of equipment and space and engage in a range of learning situations. Pupils work in environments that are conducive to needs.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Consistent use of widgits across school • Large print resources • Braille • Induction loops • Pictorial or symbolic representations	To redesign the admission form to include: <i>'Do you as a parent/carer have additional needs in accessing information?'</i> To revisit the use of Signs and Symbols across school.	Share good practice of visual timetable use in staff meetings. SENCO to observe use. Training and resource development	SEND Lead	Fuller information collated at admission. Visual timetables prominent in every classroom.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body every 3 years and be presented for consideration by our SENDCo Mrs Ros Harris.

5. 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

