

***"We want everyone at Hillingdon Primary School to be happy, caring and independent.
Our school is a place where we learn together, doing our best to achieve success."***

Accessibility Plan **(September 2022 - July 2025)** **Updated November 2023**

1. School and Trust Values

Hillingdon Primary School is committed to providing a fully accessible environment which values and includes all pupils regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to further developing a culture of awareness, tolerance and inclusion.

Hillingdon Primary School is proud to be a member of The Elliot Foundation Academy Trust and we are committed to their principles of equality for pupils as they apply to accessibility. Specifically:

- Delivering high quality academic, vocational and enriched education and curriculum for all of our pupils with the aim of enabling each pupil to fulfil their potential academically, socially, morally, spiritually and physically.
- Enabling all pupils, regardless of any protected characteristics, ability or circumstance, to become individual, independent learners and fulfil their potential through appropriate levels of attainment and achievement.
- Ensuring that access to wider opportunities will be made available to all pupils in a fair and equitable manner and one which is consistent with the principles of the Trust's [Equality and Diversity Policy](#).

2. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to document how Hillingdon Primary School intends, over time, to increase the accessibility of provision for all pupils. Where required, the accessibility plan will contain relevant actions to:

- i. Improve access to the **physical environment** of the school, adding specialist facilities as necessary and as reasonably required. This covers improvements to the physical environment of the school and physical aids to access education.
- ii. Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally as prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- iii. Improve the delivery of **information** to pupils with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events.

3. Legislation and Guidance

Hillingdon Primary School's Accessibility Plan 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.

4. Current Good Practice

i. Improve Access to the Physical Environment

- The Assistant Principal (AP) for Inclusion conducts assessments of the learning environment with parents, pupils and occupational therapists (OT) to inform a plan for physical accessibility.
- Fire evacuation chairs are installed and staff trained in their use. Personal Emergency Evacuation Plans PEEPs are considered on an individual basis and relevant staff informed of duties.
- The school is an accessible environment, adapted to the needs of pupils as required. This includes:
 - Accessible bathroom facilities in both buildings;
 - Accessible shower and wet room;
 - Accessible changing tables;
 - Ramp access to each building;
 - Disabled parking bays;
 - Elevators in both buildings to access the second floor; and
 - Doors and corridors are a prescribed width to accommodate wheelchair users

ii. Improve Access to the Curriculum for Pupils with a Disability

- Pupils' needs are assessed on arrival and throughout their time at our school to ensure they can access the curriculum. This includes:
 - Liaison with external professionals to address any barriers to learning, such as Speech and Language Therapists (SALT), Physiotherapists and OTs;
 - Ongoing support plans for individuals to identify needs;
 - Individual risk assessments for activities and trips; and
 - Provision map carried out by AP for Inclusion.
- Curriculum:
 - Class teachers continually evaluate whether planned activities are accessible for all pupils, e.g. sports events, school visits, walks to local amenities.
 - Specialist teachers conduct a regular accessibility audit of their respective areas (PE, Art and Design, Languages and Music).
 - Disabled pupils have access to para-sport competitions through the school's alliance with the South Hillingdon School Sports Network.
- Equipment:
 - Appropriate equipment is sourced and costed for purchase.
 - Dyslexia screening and software for assessment and learning is replenished.
 - There is an annual inventory of specialist SEND equipment; i.e. wobble cushions, OT resources, scissors.
- School day adaptations:
 - The pastoral care manager audits lunchtime play activities and equipment.
 - Direct and discrete supervision for children with additional needs is monitored.
- Staff Support and Training:
 - An Assistant Educational Psychologist is employed to support pupils with the highest needs to access the curriculum, providing bespoke training to teaching staff so all are better equipped to support children effectively in the classroom.
 - A range of supportive programming is in place for running evidenced based intervention and to improve quality first teaching across the school.
 - Strategic priorities match the cohort of children and are dynamic from year to year.

iii. Improve the delivery of information to pupils with disabilities

- General curriculum audit's take place when planning units of work, for example; looking at books / texts and accessibility for those with sight / hearing impairments.

5. Action Plan

This action plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

NEW OBJECTIVES (Short, medium and long term)	ACTIONS TO BE TAKEN AND PERSON RESPONSIBLE	DATE FOR COMPLETION & SUCCESS CRITERIA
AIM 1: Improve Access to the Physical Environment		
Maintenance of specialist accessibility equipment: In response to changes to the number of children with physical disabilities, ensure equipment is maintained and ready to use when required.	Responsible: Premises Manager and AP for Inclusion Action: Ensure a programme is in place to maintain equipment not currently being used - e.g. fire evacuation chairs, accessible toilet aids.	Deadline: Ongoing Success criteria: All specialist accessibility equipment is maintained and ready to use when required.
AIM 2: Improve Access to the Curriculum for Pupils with a Disability		
Attendance (Trust Objective): Achieve a sustained improvement of overall attendance in relation to pupils who have special educational needs or disabilities (SEND) by September 2026	Responsible: Welfare and Attendance Officer Action: Monitor attendance of pupils with SEND and work closely with the AP for Inclusion to address concerns early on.	Deadline: September 2026. Success criteria: Attendance of pupils with SEN is equal to that of all pupils.
Further develop an identified inclusive space to support pupils with additional needs. This may include learning support, self regulation and support with behaviour and self-regulation. The space will allow pupils' to take movement/learning breaks away from whole class activities and enable them to return to whole class learning.	Responsible: AP for Inclusion Action: Further develop an inclusive space to support pupils with additional needs.	Deadline: September 2023 Success criteria: Pupils with behavioural needs have a space that supports self regulation and provides adequate access to therapeutic input, thereby enabling them to return to whole class learning swiftly.
To further support pupils' behaviour and relationships, and support staff to manage distressed behaviours, in a safe and respectful manner with the intention of de-escalating a challenging situation to keep pupils safe and accessing learning.	Responsible: AP for Inclusion Action: Four members of staff to attend Team Teach, Level one training (02.05.2023). Staff are then accredited for three years. Staff to attend: Daniel Hancox, Samina Sadiya, Laura Chaplin and Sophie Livy	Deadline: Staff to attend and complete training by the end of the 2022-23 academic year. Success Criteria: Identified pupils are effectively supported to manage behavioural needs and have a support plan in place.

NEW OBJECTIVES (Short, medium and long term)	ACTIONS TO BE TAKEN AND PERSON RESPONSIBLE	DATE FOR COMPLETION & SUCCESS CRITERIA
Enhance Quality First Teaching to further support all learners to access the curriculum through a range of strategies.	<p>Responsible: AP for Inclusion</p> <p>Action: Provide further staff training on pupil thinking time, blank level questioning, scaffolding, ASD/C and Dyslexia.</p>	<p>Deadline: ASD/C Training: end of the Autumn Term 2023. All other training: end of the 2023-24 academic year.</p> <p>Success Criteria: Staff feel confident to articulate strategies in place to support all pupils to access learning successfully.</p>
Promote the participation of pupils with SEND in sporting and physical activities, including whole school sporting events and external competitions.	<p>Responsible: PE Specialist Teacher.</p> <p>Action: Continue to modify PE lessons and sports days to meet the needs of all pupils in school. Ensure the school participates in external, inclusive sporting events.</p>	<p>Deadline: Ongoing.</p> <p>Success Criteria: All pupils can succeed and take part in sporting events. Pupils use sports day and external events to show off a range of different skills that they have learnt and practised throughout the year.</p>

6. Other Relevant Policies and Documents

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policy
- Equality and Diversity Policy
- Health & Safety Policy
- SEND Information Report
- Behaviour Policy
- School Improvement Plan
- Asset Management Planning Document

The School's complaints procedure covers the Accessibility Plan.

This policy complies with TEFAT funding agreement and Articles of Association.

7. Monitoring and Evaluation

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

The Assistant Principal for Inclusion (SENCo), supported by senior leaders, subject leaders and operational staff, is responsible for monitoring and evaluating the school's accessibility and developing the plan to improve accessibility for all in the school.

It will be approved by the Co-Principals.