



Accessibility Policy & Plan

October 2022 - 2025

Aims

Herrick Primary School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

'give each and everyone a chance'

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.

Definition of 'special educational needs'

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision. The [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Under the 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.

Our SEND Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities, and the Equality Policy (Leicester City Council) explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision.

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 could include, the provision of a 1:1 staff member, adjustments to premises or classroom etc.

Schools are required under the Equality Act 2010 to have an Accessibility Plan. Herrick plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

The Accessibility Plan will be published on the school website.

This plan should be read in conjunction with the following school policies:

- SEND Policy and information report
- Teaching and Learning Policy
- Behaviour Policy
- School Improvement Plan
- Equality Policy (LCC)
- Health and Safety Policy
- Administering Medicine Policy

Ratified by Governors: October 2022
To be Reviewed: October 2025

Herrick Primary School Accessibility Plan 2022-2025

1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum

Our aim 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.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be updated.	SENDCo	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure SEND register and Care plans are up-to-date. Make SEND and medical needs clear on child's records and in class folders. Meet with parents of children whose care plans/documentation needs updating.	SEND register Paperwork for individuals ECP created if applicable Care plans Information on individual pupils Medical needs in Staffroom e.g. Epipen	Autumn term 2022	SEND and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs Of children in their group / classroom
Effective communication and engagement of parents	Assistant Head SLT SENDco	Introductory meetings in the autumn term to teachers and SENDCo, followed by regular meeting with parents and carers. Termly review meetings with parents of children with LSPs and EHCPs.	Up-to-date LSPs and EHCPs Rooms for meetings Diary dates	On going	Increased engagement of parents
Effective communications with nurseries and schools to provide a good transition	EYFS Phase Leader SENDCo	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDcos.	Teacher/SENDCo time	On going	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	Headteacher Assistant Head SENDco	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures. SENDco to do 1:1 sessions with teachers	Staff meeting TA training SENDCo/Teachers time External agency training	One year	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad and effective.

Use appropriate assessment tools and activities for children working pre-key stage	SENDco	Ensure staff are familiar with assessment Tools used. Use other professionals suggestions for adaptations of the curriculum.	SENDco/Teachers time External agency support	One year	Children working pre-key stage will have consistent approaches for assessment.
		SENDCo to attend SEND Hub and see what other local schools (including special schools) are doing to support pupils working pre-key stage.			Children working pre-key stage will access every subject in a tailored way.
To ensure that the medical needs of all pupils are met fully within the capability of the school	Assistant Head SENDco	To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies To identify training needs	Staff meeting TA training	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDco	Ipads available to support children with difficulties Sloping boards for children with physical disabilities Use of Pencil grips, fidget toys, etc Monitor and observe use of all equipment. Items purchased for individual pupils needs as and when required.	Audit of equipment and needs Staff training Cost of resources	One year and on going	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning
Appropriate use of intervention and their success and impact on progress	Assistant Head SENDco	Track intervention success to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.	Training on new interventions through external professionals Resources required to deliver interventions	One year	Progress and attainment of all children is outstanding
All children are visible in the curriculum and resources	SENDco	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	Books	One year	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and trips in light of current cohort	Headteacher. Assistant Head. SENDco	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent.	Risk Assessments Time for pre visit if required	On going	All SEND are able to access all trips during their time at Herrick. 1:1 support staff attend if required.
Ensure all children feel safe and involved at playtimes	Headteacher Assistant Head Classteacher	Play makers to encourage children to join in games Staff member on playground duty to report children who may not be involved at playtimes to Assistant Head.	Training for playtime staff Buddy system for new children	On going	Children feel safe in school – evidence in survey results from children
Maintain safe access round the interior and exterior of the school	Headteacher Assistant Head Business Manager Premises Officer	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/Schoolcomms/website/1:1 school staff	H&S Meeting minutes Premise walks.	On going	There is safe access throughout the school
Ensure access for all SEND children at After school clubs and reasonable adjustments are made to enable participation	Assistant Head Clubs leader	Audit SEND children use of clubs and extended services (ie. Breakfast Club) Risk Assessments put in place if needed	Registers of clubs. Risk Assessments.	On going	Increased access of SEND children at After school clubs and Breakfast Club with the correct support if required

3.Improve the access and delivery of written information

To improve the delivery of information for disabled pupils and parents

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents	Assistant Head Office staff SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time Assistant Head time	On going	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	Assistant Head Office staff SENDCo	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Google translate Office time Assistant Head time	Ongoing	Parents are able to access all information
Improve use of pictorial communication systems	Assistant Head SENDCo	Purchase programme to improve picture communication support. SENDCo to train on most effective resources SENDCo to train TA's on the use of resources	Training Time for meetings	Spring term 2023 and on-going.	All school staff aware of disabilities of children in their classes