

HORTON PARK PRIMARY SCHOOL



Horton Park Primary

We Learn to Succeed

Accessibility Plan

Author: Headteacher
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Checked and Approved: Governing Body
Date of Governing Body Approval: March 2026

Review date: March 2029

Horton Park Primary School Accessibility Plan

1. INTRODUCTION

Horton Park Primary School is a diverse and inclusive school. We value our school's diversity and seek to give everyone an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that all pupils achieve their potential. Horton Park is a centre of excellence in learning, where all pupils, including those with disabilities, are supported and challenged to fulfil high ambitions. The school's SEND policy and local offer play a substantial role in guiding the school's developing provision for pupils with Special Educational Needs and Disabilities.

2. CONTEXT

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice 2015. These acts place a responsibility on the Governing Body to ensure that the school is inclusive. In particular, the planning duties in the Equality Act 2010 requires the school to develop a plan to show how it will develop services in the following areas:

- To increase the extent to which pupils with disabilities can participate in the school's curriculum.
- To improve the physical environment of the school to ensure pupils with disabilities pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- Improving the delivery of information to disabled pupils in forms that are as accessible as those for non-disabled pupils.

This plan outlines the proposals of the governing body of Horton Park Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 listed above.

The above procedures will be delivered within a reasonable time, and in ways which are determined after considering the pupil's disabilities and the views of the parents/carers and the pupil.

In the preparation of an accessibility strategy, the MAT must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.

- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Headteacher
- SENDCO
- Parents of pupils
- Site Manager
- Governors
- External partners

Signed by:
Headteacher

Date:

Signed by:
Chair of Governors

Date:

Next review date: March 2029

Planning Duty 1: Improving Access to the Curriculum

Target	Strategy	Outcome	Timeframe	Achievement
Provide training for all staff teaching children with a hearing impairment.	Hearing Impairment Team involvement. HI team to lead training when necessary. Advice from HI team implemented into provision.	All staff have a clear understanding of the needs of children with a hearing impairment and know how to make the curriculum accessible to them.	Annually when required.	Appropriate provision is in place for child(ren) with a hearing impairment. Child with a hearing impairment can access the curriculum fully.
Training provided for all staff teaching children with a visual impairment.	Visual Impairment Team involvement. VI team to lead training when necessary. Advice from VI team implemented into provision.	All staff have a clear understanding of the needs of children with a visual impairment and know how to make the curriculum accessible to them.	Annually when required.	Appropriate provision is in place for child(ren) with a visual impairment. Child with a visual impairment can access the curriculum fully.
Training for all staff to support pupils with medical conditions, including but not restricted to pupils with diabetes, epilepsy etc.	Appropriate medical professionals to lead training when necessary. Medical care plans implemented.	All staff have a clear understanding of the needs of children with medical conditions and know how to ensure the curriculum accessible to them.	Annually when required.	Children with medical conditions will be fully included within school.

<p>Training for all staff regarding asthma and allergies (epi-pens).</p>	<p>GEM Compliance First Aid to lead annual training for all staff.</p> <p>Medical care plans for pupils with life threatening allergies.</p>	<p>All staff have a clear understanding of the needs of children with asthma/allergies and know how to ensure the curriculum accessible to them.</p>	<p>Annually when required.</p>	<p>Children with asthma/allergies will be fully included within school.</p>
<p>Provide pupils with equipment needed for them to access the curriculum.</p>	<p>HI/VI/Medical Professionals to advise on specialist equipment/resources needed.</p> <p>Equipment provided/purchased by school.</p> <p>Staff provided with training on how to use this.</p>	<p>Specialist equipment necessary to support pupils is provided/purchased and staff are trained in how to use the equipment.</p>	<p>Annually when required.</p>	<p>Children who require specialist equipment will have what they need to be fully included within school.</p>

Planning Duty 2: Improving Physical Access

Target	Strategy	Outcome	Timeframe	Achievement
To ensure that entrances and exits to school are accessible to pupils in wheelchairs.	The vast majority of entrances and exits are wheelchair accessible. Site manager to ensure that pupil	All entry and exit points are usable by pupils with mobility difficulties. Pupils with mobility difficulties have planned routes into and out of the school building.	Annually when required.	There is good physical accessibility around the school. There are clear procedures for pupils with mobility needs to evacuate the building in times of emergency.
To ensure that all corridors are clear.	Daily checks to be carried out by Site Manager and all staff.	All children, staff and visitors with physical needs will be able to move around the school easily.	Ongoing	Good physical access around the school.
To ensure that there are clear evacuation procedures in place for pupils and staff with physical disabilities.	Personal Evacuation Plans in place for all pupils with physical disabilities.	All children, staff and visitors with physical needs will be able to evacuate the school easily in case of emergency.	Annually when required.	Good physical access when in an emergency.
To ensure that disabled toilet facilities (2 across school) are maintained for pupils who require use of these.	Site Manager facilitates annual checks.	There are two clean, appropriate disabled toilets within school.	Ongoing	There will be disabled toilets accessible for anyone with accessibility issues to use within school.

	Site Manager to ensure these rooms are accessible at all times.			
To maintain the hoist for children with mobility issues.	Ensure Site Manager facilitates and quality assures annual checks.	Children with physical needs will be able to be manoeuvred appropriately.	Ongoing and when required.	There will be a hoist available for children to have their physical needs met.
Classroom/ area risk assessments to be completed.	Safeguarding Lead to initiate and check annually.	All classrooms safe environments for all children and adults.	Annually	Good physical access in each classroom/ area of the school is maintained.

Planning Duty 3: Improving Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
To ensure that written materials are available in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	School are aware of services that can produce written material in different formats.	Ongoing	When requested written materials can be provided in alternate formats.
To review documentation on website to check accessibility.	Checks take place to ensure that the school website is accessible and meets accessibility requirements.	Appropriate amendments are made to the website.	Ongoing	Website is accessible to all.