



ACCESSIBILITY PLAN

Reviewed	March 2024
Next review date	March 2027

Harrington Hill Primary School

Accessibility Plan Policy

'Striving for Excellence. Achieving Together'

Introduction:

Harrington Hill Primary School is an inclusive school, where we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We aim to reduce barriers to learning through recognising the individual needs of every child. Staff are supported in their roles to develop and maintain the inclusive ethos of the school. We recognise that children, staff, parents and carers have different needs and these may change over time. We will endeavour to respond to these needs as and where appropriate and encourage all to take responsibility in identifying their own needs and those of others.

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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

At Harrington Hill Primary School, we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We pride ourselves on being an inclusive school, where we celebrate diversity and difference. We acknowledge the richness that this brings to our school community. We aim to provide opportunities for all children to access a broad, balanced and creative curriculum: regardless of age, attainment, ethnicity, language or background. We ensure that the curriculum is personalised to meet children's individual needs.

At Harrington Hill, we welcome and value all children – regardless of any special need or disability - and we strive to deliver a fully accessible social and academic curriculum. We have adapted our systems and structures to ensure accessibility – including our curriculum, our resources and our building. We nurture positive attitudes and shared values towards making our school a more 'inclusive' school. Equally important is our intention to make the school accessible to parents, carers and the wider community in order that they have access to meetings with teachers, social events and extended school activities.

This Accessibility Plan will be made available online on the school website, and paper copies (including large print) 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.

In partnership with Hackney Education we will consider improved access to the physical environment in all future planning; and the school supports any other available partnerships to develop and implement the plan.

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.

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.

	<p>aspects of school life (e.g Speech and Language Therapists, CAMHS, OT, Physio Therapists)</p> <p>Adaptive Teaching Toolbox document used by staff to inform Quality First Teaching</p>	<p>Strategies used by staff to ensure that all pupils are accessing the curriculum and making good levels of progress</p>	<p>Continue to embed Adaptive Teaching strategies through training and monitoring.</p>	<p>SLT, subject leads and class teachers</p>	<p>Ongoing</p>	<p>supportive and achievable</p> <p>Adaptive Teaching Strategies embedded</p> <p>SEND pupils engaged in lessons and working at 'desirable' level of challenge</p>
<p>All school visits and trips need to be accessible to all pupils</p>	<p>Risk assessments include 'Special arrangements section' to be completed by lead 4 weeks in advance of the trip.</p>	<p>Risk assessments to ensure that all children including children with physical disabilities can access trips.</p> <p>Ensure venues and means of transport are vetted for suitability</p> <p>Ensure staff are fully briefed with regards to children with SEND</p>	<p>Review and monitor risk assessments</p>	<p>Inclusion Lead and class teachers</p>	<p>Ongoing</p>	<p>All pupils are able to access all school trips and take part in a range of activities</p>
<p>Ensure disabled children and children with SEND can take part equally in whole school events, lunchtime and after school activities</p>	<p>As required, Inclusion lead liaises with Nation Sports and pupil's parents to ensure identified children are able to access after school/holiday camp activities. Social stories, visuals, Now/next boards previously created to support pupil with SEND. Additional</p>	<p>Ensure whole school events can be adapted to include all children</p> <p>Discuss with staff who run out of school clubs, and people running other clubs after school.</p>	<p>Continue to liaise with staff who run after school clubs and holiday camps linked to school.</p>	<p>Inclusion Lead and After school club/holiday camp leads.</p>	<p>As required</p>	<p>Disabled/SEND children feel able to participate equally in out of school activities.</p>

	support requested and agreed by NS.	Support would need to be available – especially after school				
Improve and maintain access to the physical environment	<p>At Harrington Hill, the environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps – permanent and portable • Wide corridors • Disabled toilets and changing facilities • Additional rails in toilets (as needed) • Library shelves at wheelchair-accessible height • Lift to all levels of the school • Wheelchair access to the sensory room 	<p>To ensure that the environment remains accessible for all</p> <p>To react to the needs of individual pupils and adapt the school environment to ensure that all pupils have equal access.</p>	<p>Accessibility Audit to be carried out annually</p> <p>Risk Assessments to be carried out in the event of any changes to pupils' ability to access the environment; and if their safety or mobility is compromised.</p>	<p>Inclusion Lead and Premises Team</p> <p>Inclusion Lead and Premises Team</p>	<p>Annually</p> <p>As required</p>	<p>All stakeholders are able to physically access the school environment</p>
Improve the delivery of information to pupils with a disability	<p>At Harrington Hill, we use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Makaton 	<p>Ensure training of Early Years staff on Makaton and Communication in Print</p>	<p>Ongoing training – in class through model Speech & Language Makaton sessions</p>	<p>SENCo, Inclusion Lead and SaLT team</p>	<p>Ongoing</p>	<p>All relevant staff are trained in Makaton; Makaton is used to facilitate</p>

	<ul style="list-style-type: none"> • Communication in Print resources • Communication Keyrings • Use of Speech and Language expertise • Large print resources (bespoke) • Pictorial or symbolic representations • Visual timetables • Visual prompts for instructions and information 	<p>Annual Review of Speech and Language Provision</p> <p>Review use of visual timetable in classrooms</p> <p>Review Internal signage</p>	<p>In consultation with SaLT service</p> <p>As part of SEND Learning Walk; provide training and resources to class teachers and TAs as required;</p> <p>Audit internal signage for both pupils and visitors</p>	<p>SENCo, Inclusion Lead and SaLT team</p> <p>Inclusion Lead and SENCo</p> <p>Inclusion Lead and Premises Team</p>	<p>Annually: Summer Term</p> <p>Termly</p> <p>Annually</p>	<p>communication for all pupils</p> <p>Speech and Language Provision remains a strength of the school; pupils' communication needs are met;</p> <p>Teachers provide clear instructions during lessons;</p> <p>All classrooms use a visual timetable; pupils are able to say what they will do next;</p> <p>All internal signage is clear and accessible</p>
Communication with Parents	<p>Annual SEND communication letter sent to all parents of children on the SEND register detailing provision for SEND at Harrington Hill</p> <p>SENco parent meeting slots made available to parents during whole</p>	<p>Ensure parents have access to our SEN provision/SEN school offer currently on the school website.</p>	<p>Continue to send out communication letter in September.</p> <p>Set dates for parent meeting afternoons</p>	<p>Inclusion Lead</p>	<p>Annually</p> <p>Termly</p>	<p>Parent/school communication is strong</p> <p>Parents confidently contact SENCO for support and advice</p>

	<p>school parent evenings and termly parent meeting afternoons.</p> <p>Parents given access to Support Plans using Provision Mapper online</p>	<p>Ensure parents meet and can contact SENCO at any time.</p> <p>Parents meet regularly with SENCO to access further support and advice.</p>	<p>and communicate dates to parents</p> <p>Provide login details to parents of children recently added to SEND register</p>		<p>As required</p>	
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4. Monitoring arrangements

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

Any updates will be approved by the Governing Body of Harrington Hill Primary School.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Premises-Management Policy
<https://harringtonhill.hackney.sch.uk/wp-content/uploads/2024/05/Premises-Management-Policy-Nov-2023.pdf>
- Health and safety policy
<https://harringtonhill.hackney.sch.uk/wp-content/uploads/2024/05/Health-and-Safety-Policy-Dec-23-1.pdf>
- Equality and Inclusion Policy
<https://harringtonhill.hackney.sch.uk/wp-content/uploads/2024/01/Equality-and-Inclusion-Policy-January-2024.pdf>
- Special Educational Needs (SEN) Information Report
<https://harringtonhill.hackney.sch.uk/wp-content/uploads/2023/11/SEN-Information-report-May-2023.pdf>
<https://harringtonhill.hackney.sch.uk/wp-content/uploads/2024/01/SEND-Policy-May-2023.pdf>
- SEND Policy
<https://harringtonhill.hackney.sch.uk/wp-content/uploads/2024/01/SEND-Policy-May-2023.pdf>
- Child Protection and Safeguarding Policy
<https://harringtonhill.hackney.sch.uk/wp-content/uploads/2024/01/Safeguarding-Policy-2023-2024.pdf>
- Anti-bullying Policy
<https://harringtonhill.hackney.sch.uk/wp-content/uploads/2022/12/Anti-bullying-policy-Oct-2022.pdf>