



As outlined in the Equality Act 2010 and supported within the SEND Code of Practice, Huntington Primary Academy is required to plan to increase over time, the accessibility of its setting for disabled children and young people and their parents / carers and to implement this plan.

Definition of Disability

Disability is defined as follows by the Equality Act 2010:

“A person has a disability 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 carry out normal day to day activities.”

Planning duties under the Equality Act 2010:

- We will not discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services.
- We will not treat disabled pupils unfavourably as a result of their disability.
- We will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- We will publish our Accessibility Plan.
- We commit to an inclusive curriculum and to increase the access to our facilities. **We do this by increasing the extent to which disabled pupils can participate in our curriculum. We also improve access to the physical environment of our Academy which includes access to written information.**

Active engagement with pupils and parents, teachers and teaching support staff and other disabled people who use Huntington Primary Academy’s facilities:

- We commit to actively engage with the community in order to acquire their views on what the barriers are to disabled students accessing Huntington Primary Academy’s education and training experience and also what the solutions may be. We will seek views in terms of their participation in the curriculum on offer and on improving their access to the physical environment.

Audit of existing policies, procedures and provision:

1. Curriculum:

- Inclusive venues for residential visits have been identified.
- A range of intervention programmes are available to support children with learning difficulties and disabilities, including IDL, Lexia, Socially Speaking and Time to Talk.
- ICT provision for pupils with additional needs.
- All pupils are encouraged to take part in a range of physical activities.
- All school visits and clubs are available to all pupils.

- Staff are trained in the administration of medicines.
- There is a varied programme to support phase transition which may include transition meetings with parents, preschool providers, secondary school SENDCos and external agencies.

2. Physical Environment:

- All areas of our Academy are wheelchair accessible.
- There is a disabled parking bay in the car park attached to the school.
- The new year 6 classroom unit has a ramp and handrail.
- All classes are at ground level.
- There is external access for wheelchairs at the main entrance and the entrance from the car park.
- There are two accessible toilets.
- Classrooms are mainly carpeted throughout to reduce noise for the hearing impaired.
- The Academy is wireless friendly. Chromebooks and iPads can be used in all areas.
- The emergency evacuation system has both visual and auditory components.

In addition, we will provide accessible written information on request:

- We will draw on the advice from the support services to convert documents to alternative formats.
- We will translate documents, seeking advice from the Ethnic Minority Service when needed.
- We will keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from support services as required.

Policies:

Huntington Primary Academy's Accessibility Plan is consistent with our Public Sector Equality Duty and SEND policy and Equality Impact Statements on all of our policies.

Reviewing, monitoring and evaluating the Accessibility Plan

1. Resources will be allocated to enable implementation of the plan.
2. The plan will be informed by feedback from pupils, parents, staff and people with disabilities.
3. The plan will be kept under review and revised as necessary. The trustees will be made aware of the contents of the plan through the Full Trustee Board or one of the committees.
4. The plan will be published on the Academy's website and copies will be available on request.
5. This plan will be subject to monitoring by OFSTED during inspections.

Date of Review October 2025.

Member(s) of staff responsible Mrs Jenny Holton (Headteacher) Mrs Anne Foreman (Deputy Headteacher) Mrs Charlotte Brett (SENDCo)

Trustee responsible Mrs Lorna Tong (SENDCo Trustee)

**HUNTINGTON PRIMARY ACADEMY
ACCESSIBILITY PLAN 2021-2022**



	Equality Objective	Agreed Action	Desired Outcome	Monitoring / Evidence collection / Evaluation of impact:
Equality and Inclusion	To publish the Accessibility Plan	Upload the Plan onto the Academy's website and ensure copies are available to parents on request. Review the Plan every three years or earlier as needed.	All stakeholders are informed of the Accessibility Plan.	Accessibility plan reviewed and on the academy's website.
	To ensure cohesion across the SEND policy and Public Sector Equality Duty	Accessibility Plan, SEND policy and Public Sector Equality Duty to be reviewed every three years or earlier as needed.	Adherence to statutory duty.	Monitored by Headteacher, LGC and SENDCo.
	Headteacher to approve the Accessibility Plan.	SENDCo to revise the Accessibility Plan and present to the LGC at a	Approved Accessibility Plan which meets statutory duty	Accessibility plan reviewed and on the academy's website.

		meeting for review / consultation.		
Inclusive Curriculum	To ensure the needs of pupils are identified and supported.	APDR forms reviewed with parents termly. MSP reviewed a minimum of 2 times a year and the EHCP reviewed at least once a year. Progress reviewed with the SEND trustee/trustees. Progress reviewed termly at SEND Pupil Progress Meetings. Curriculum accessibility audit completed annually or as required. Liaise with outside agencies to support identified needs.	SENDCo has overview of provision for all SEND pupils. Needs are identified, supported and impact of provision reviewed on a regular basis.	Pupil progress evaluated termly by Headteacher, SENDCo and teachers. Progress evaluated by Trustees two / three times a year.
	To ensure staff can confidently deliver a range of intervention programmes as needed.	Share best practice through INSET days, SENDCo forums and NEYP cluster meetings. Monitor staff CPD needs. Regular intervention observations. Curriculum accessibility audit completed annually or as required. Midday supervisors/ELSA trained to support those who require social/emotional support.	Effective delivery of interventions and impact evaluated.	Nov 2017 Partnership training Day (SEND intervention resources). Feb 2017 Partnership training Day (ADHD). Feb 2017 NEYP Cluster Meeting (SPLD). Feb 2017 Drawing and Talking intervention (ELSA) April 2018 Autism Awareness Training April 2018 ADHD Awareness Training April 2019 EAL strategies June 2019 Lexia Reading training November 21 Understanding Autism: Zones of Regulation SENDCo to monitor staff CPD needs January 22 Understanding Autism Parts 2 and 2

				January 22 Adaptive Teaching: Meeting the needs of students with SEND
	To encourage pupils to take part in a range of physical activities.	Where possible, interventions to be arranged outside of planned class physical activities. Teachers to discuss with PE staff, any individual needs and/or support required and update when needed.	All pupils able to access and benefit from physical activity.	All staff responsible
	To ensure clubs and school visits, including residential visits, are accessible to all pupils.	Ensure visits have been identified as inclusive venues. Teacher to visit venue beforehand to assess its accessibility. Reasonable adjustments will be made where necessary. Individual risk assessments carried out and implemented where necessary. Engage with parents, as appropriate, to acquire their views on potential barriers and solutions. Continue to offer a variety of extra-curricular clubs available for every pupil.	Inclusive visits.	All staff responsible. Risk assessments agreed by Headteacher for school visits also for residential visits in yr 5 and yr6.
	To ensure staff are trained in the administration of	Identify training needs through APDRs and Pupil Progress meetings for those with SEND.	Suitably trained staff.	2016 Epipen training for all staff 2016 Hearing Impaired training 2018 First Aid training (First Aiders) 2020 Glycogen Storage Disease Training

	medicines and disability needs.			2021/22 Further First Aid Training for staff who require it
Physical Environment	To ensure access and the emergency evacuation plans are appropriate for all pupils.	Termly fire drills. School access reviewed annually.	All pupils able to access and exit premises safely. Staff aware of their roles.	All staff aware of evacuation procedure. Emergency Evacuation Procedures poster displayed in each classroom. Personal evacuation plan drawn up as needed.
	To ensure facilities within the Academy remain accessible to all pupils.	Review school accessibility every three years and as required. Request support from specialist teachers as required.	All pupils able to access the curriculum. Staff aware of their roles.	Improvement to Year 6 classroom premises.
Access to Information	To provide accessible information.	To publish the information on the Academy's website. On request, to provide the information in written text or to arrange a meeting to discuss. To translate the information or provide in other alternative formats on request. We will draw on advice from support services and the Ethnic Minority Service when needed.	All are able to access the information.	Academy's website accessible to all. ESchools app accessible to all.

Updated November 2022, presented to Premises and Health & Safety Committee