ACCESSIBILITY PLAN

September 2026-2029

DEFINITION

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term effect on his or her ability to carry out normal day to day activities”
(Disability Discrimination Act, 1995)

INTRODUCTION

The Disability Discrimination Act 1995 (DDA) was extended in 2001 by the SEN and Disability Act to include education. Since September 2002, under Part 4 of the DDA, the Governing Body has had three key duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils
- to plan to increase access to education for disabled pupils

Howley Grange Primary School recognises its duties under this legislation. This compliance is consistent with the school’s values, aims, equal opportunity policy and SEND policy.

This plan sets out the proposals of the Governing Body of Howley Grange Primary School to increase access to education as required by the planning duties in the Equality Act (2010):

- increasing the extent to which pupils with a disability can participate in the school curriculum
- improving the environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services
- to improve the delivery of information to disabled pupils provided in writing for pupils who do not have a disability.

It is a requirement that the school’s accessibility plan is prepared under Schedule 10 of the Equality Act and resourced, implemented, reviewed every three years and revised as necessary and reported on annually; this will be completed/ overseen by the Governing Body as necessary. Below is an action plan showing priorities and how they will be addressed by the school.

SCHOOL AIMS AND PURPOSE OF THE PLAN

Howley Grange aims

- to ensure the equal treatment of all in the school community, with or without a disability.
- not to discriminate against pupils with disabilities in their admission or exclusion
- to reduce and remove barriers to full inclusion in the school

- to make reasonable and anticipatory adjustments for all pupils and staff with a disability.

CONTEXTUAL INFORMATION

The school was built in 1957 and was originally a middle school. It is a three-storey building. The upper levels can be accessed through a platform lift. Evac chairs are in place for exit from the upper floors. There are some levels within the site but all can be accessed by alternative routes to steps.

Designated parking is available in the carpark and visitors have the option of parking outside the main entrance area.

All internal doors are sufficiently wide enough for wheel chair access. We currently (2026-27) have one child, who requires wheelchair access to the school as well as any visitors that may require it.

The school has two toilets with wheelchair access, one in the Year 3 area of the school on the ground level and one within The Nest (internal inclusion hub) a separate bungalow on school site, on the ground level.

The school has a Care Room in the Year 3 area of the school on the ground level. An adjustable changing bed is in the Care Room and is serviced regularly.

There are a number points of access for parents or visitors to the school, this includes lettings.

Evac Chairs are in place in the hall by the emergency exit and on the first floor by Year 5.

As appropriate, monitoring and specialist support is provided by:

- CIPS (Communication, Interaction, Physical and Senosry) Service
- Visually Impaired Service (VI)
- Hearing Impaired Service (HI)
- Support for those in the school community through the employment of BSL interpreters for meetings.
- Makaton and augmentative communication for those pupils with communication and interaction needs.

Background information for pupils:

Teaching staff have access to relevant background information for individual pupils. This is restricted access in line with GDPR regulations.

Personal Emergency Evacuation Plans (PEEPS) are drawn up for pupils/staff (where necessary) for use in an emergency.

Health Care Plans are in place for pupils with medical needs which include Asthma, Anaphylaxis and Epilepsy needs. A number of pupils have allergies or food intolerances. Staff are made aware of these needs annually and as necessary.

Copies of medical information is shared with class teachers, via Arbor, and a central file is held in a locked cupboard in the main office. Medication is also kept in this area with inhalers and Auto Adrenaline Injectors (AAI) kept in medical bags within classrooms. Key information and medication, including an emergency inhaler and Auto Adrenaline Injector (AAI) is taken on all off site visits including weekly swimming lessons for Year 3.

There are a number of First Aiders, with the appropriate level of qualification, in school.

ICT is being used to improve accessibility to information for pupils.

ICT is being used to support some pupils' recording.

CURRENT RANGE OF KNOWN DISABILITIES WITHIN HOWLEY GRANGE PRIMARY SCHOOL

The school has a range of pupils and parents with known disability needs. The needs of pupils include:

- physical and sensory needs (Hearing impairment/visual impairment as well as one child who is a wheelchair user).
- fine and gross motor needs
- Autism
- moderate learning difficulties
- Epilepsy
- ADHD

LINKED POLICIES

The Accessibility Plan will contribute to:

- School Improvement Plan
- SEND Policy
- Curriculum Policies
- Anti-bullying Policy
- Educational visits Policy
- Health and Safety Policy

PLAN ACCESSIBILITY

This plan is available:

- on the school website
- by email or post on request
- in large print size format on request

HOWLEY GRANGE ACCESSIBILITY ACTION PLAN

IMPROVING ACCESS TO THE CURRICULUM

We are an inclusive school. Quality first teaching lies at the heart of Howley Grange Primary School. Staff knowledge, skills and understanding is developed through monitoring review and Continuous Professional Development (CPD).

TARGET	STRATEGIES	TIME FRAME	SUCCESS CRITERIA	MONITORING
Ensure the delivery of the curriculum meets the needs of all learners by removing barriers to learning.	SENCO to provide background information and advise on strategies. Use of EHCPlans. Scaffolding (after staff training) deployed across school. Teaching staff protected given time to review and write Individual Education Plans (IEPs). SENCo to liaise with external agencies to obtain specialist advice and disseminate accordingly. Staff training.	Ongoing	Staff are aware and use strategies that facilitate access to the curriculum. Raised staff confidence. Removal of barriers to learning.	SLT SENCo

School responds to the needs of pupils upon admission to the school.	Liaison between SENCo, School Office, Specialist advice, healthcare professionals, parents and agencies upon a child's admission to school either in Reception or following an in year transfer. Advice and information from previous setting received and consulted.	Ongoing	Adjustments and support in place for the pupil as soon as possible. Risk Assessments/ PEEPs in place both internally a nd for of site visi ts. Pre visits adjusted to meet individual needs.	SLT SENCO Specialist advice, healthcare professionals, parents and agencies.
Staff have access to specific training for needs.	Access to appropriate CPD Awareness of training needs	As required	Needs specific information and support in place	SLT SENCO SaLT CIPS

	Liaison with key health professionals for advice.		Access is facilitated and improved.	LSS Educational Psychology Specialist agencies
All staff aware of access to curriculum for specific pupils with a disability.	Set up individual access plans for pupils as required. Information sharing with all agencies involved with the pupil. Purchase of specialist equipment where necessary. Risk Assessments for internal use.	As required	Needs specific information and support in place. Access is facilitated and improved.	SLT SENCO CIPS Physical and Sensory specialist advice- VI/HI
Educational visits are accessible to all.	Previsits /liaison with site to assess accessibility and to make necessary reasonable adjustments.	As required	Adjustments and support in place for the pupil. Risk assessments for off site visits to reflect reasonable adjustments and mitigations.	SLT SENCO CIPS (where necessary) Physical and Sensory specialist advice VI/HI

PE is accessible to all.	Set up individual access plans for pupils as required. Information sharing with all agencies involved with the pupil. Teaching staff to be made aware of needs and any necessary adjustments.	As required	Needs specific information and support in place	SLT SENCO CIPS (where necessary) Other specialist advice

	Purchase of specialist equipment where necessary. Risk assessments reflect reasonable adjustments.			
To develop the use of ICT as a tool to improve access to the curriculum.	Staff CPD Use of laptops for recording Microsoft Office 365 deployed as necessary e.g. Immersive Reader to facilitate access. IPad accessibility tools in settings Access to Apps to support learning	Ongoing	Access is facilitated and improved.	SLT Teaching staff Physical and Sensory specialist advice

IMPROVING THE PHYSICAL ENVIRONMENT

Premises staff, SLT and Governors review the school environment and action any changes to provision where necessary. The school has access to a wide range of specialist equipment.

TARGET	STRATEGIES	TIME FRAME	SUCCESS CRITERIA	MONITORING
Ensure that disabled access to the building and facilities is maintained LOLER checks and servicing	Regular audits LOLER checks and servicing	Ongoing	Any necessary modifications or maintenance actioned to ensure disabled access to the building and facilities.	Premises staff Governors
Corridors are kept free of trip hazards and obstructions	Regular Health and Safety audits Regular learning walks	Ongoing	Any trip hazards or obstructions are removed.	Premises staff Governors

Care Room continues to be fit for purpose.	Regular serving and LOLER checks.	Ongoing	Care room is able to be used as necessary. Any necessary remedials are actioned.	SLT Premises staff
Fire routes are accessible to all	Audits of fire evacuations Visual checks of egress routes. PEEPS in place and are reviewed at least annually.	Ongoing	Any necessary modifications or maintenance is actioned.	SLT Premises staff

Ensure the physical environment is accessible to all- children, staff and visitors.	Use of specialist equipment such as steps, rocker chairs, wobble cushions, slope boards, Connect and Learn Software to support VI. Reasonable adjustments to access stairs at quieter times. LOLER checks. Capital grant application (Dudley) maximised to install working lift in main building. Capital grant application (Dudley) maximised to install Sensory spaces in main building and The Nest, internal inclusion hub. Explore capital grant (Dudley) to install adjustable changing bed in The Nest- internal inclusion hub.	Ongoing Sept 2026 Sept 2026 April 2027	The physical environment is accessible.	SENCo CIPS Physical and Sensory specialist advice

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

Information will take account of the needs of pupils and parents with a disability and an appropriate alternative will be provided.

TARGET	STRATEGIES	TIME FRAME	SUCCESS CRITERIA	MONITORING
Availability of written material in alternative formats	Use of assistive technology. Different sized fonts Different colour backgrounds/ overlays Staff CPD Initial in house dyslexia screening to ascertain any emerging needs. Referral to specialist assessment (Ophthalmology) where there are concerns around visual stress. Implement any specialist advice.	Ongoing	Delivery facilitates improved access to written materials.	SENCo SLT
Develop use of Augmentative communication	Symbol supported information Makaton BSL/technology to translate (for parent meetings)	Ongoing	Delivery facilitates improved access to written materials.	SENCo
Facilitate accessibility of information	Access to translator (via technology)	Ongoing	Delivery facilitates	SLT School office

through alternative methods for parents or visitors who may have difficulty with hearing or use of language or may not have English as their first language	Use of Arbor (which can be translated) for information and messages from home Provide information in an appropriate and accessible form, include in easy read where possible.		improved access	

Reviewed by: Emily Williams (SENCo)

Approved by: Howley Grange Governing Body

Next full review: October 2029