



Hodge Clough Primary School Accessibility Plan 2024

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Signed: Neil Cavanagh (Headteacher)

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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 pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Hodge Clough Primary is a split- site, multi storey Primary School.

Hodge Clough visions & values

To create a happy stimulating environment in which all members of the school community can grow in confidence, developing the knowledge and skills required to flourish in an ever-changing world.

We will provide opportunities for our children to develop socially, physically and emotionally.

We encourage everyone within our school community to be the best they can be. Preparing them for their role as caring and active citizens in modern Britain.
SEN vision

At Hodge Clough Primary we aim to:

- Ensure that all children are well integrated into the life of the school.
- Ensure that all colleagues are aware of the procedures for identifying children with special educational needs and or disabilities.
- Provide effective support within school to meet children's individual needs through a modified or differentiated curriculum.
- Provide a physical environment which accommodates all children
- Work in partnership with children, families and professionals
- Regularly assess the needs of children with SEND
- Hold regular meetings to discuss the progress of children with SEND and set future actions.
- Support teachers in meeting the needs of individual children through training professional dialogue

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training. (Code of Practice 6.1) The plan will be made available online on the school website, and paper copies 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.

The school supports any available partnerships to develop and implement the plan. The school supports any available partnerships to develop and implement the plan in line with Oldham Inclusion Framework.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan. It will be reviewed as appropriate with parents, pupils, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Aim 1: Increase access to the curriculum for pupils with a disability.

Current Good Practice

- Our school offers a differentiated curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum resources include examples of people with disabilities.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed to make sure it meets the needs of all pupils.

Aim	Objectives	Actions	Persons responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	To review all statutory policies to ensure that they reflect inclusive practice	Comply with the Equality Act 2010 Ongoing Principal All policies clearly reflect inclusive practice	Senior Leadership Team	Ongoing	All statutory policies are reflective of inclusive practice.
	Early years staff will liaise with external nursery providers to review and prepare for potential intake for September.	Visits/ Telephone calls to PVI/Childminders/Home visits/Parent meetings	Nursery teacher, Reception teachers under direction of EY lead	Before end of academic year	Equipment and procedures in place before children enter nursery or reception
	Ensure all children have full access to the curriculum	Guidance and support from advisory teachers & EPs (ACNS/QEST) used as required. Adapted curriculum in all classrooms Use of PIVATS for assessments Effective deployment of TA's Targeted interventions where appropriate All relevant equipment purchased as required. Ensure staff training is updated with regards to curriculum access	All teachers/SENDCo/SLT	Ongoing	Differentiated strategies are evident in the classroom. All children are accessing a curriculum appropriate to their needs. All staff are confident with a range of strategies.

	ICT software is used as appropriate to support learning	Software purchased and used as appropriate	Computing Lead/SENDCo	Ongoing	Adapted learning using ICT software evident when needed.
	All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability via the EVOLVE system/risk assessments. Liaise closely with child's parents/carers to discuss how visit could be adapted	Ongoing	HT/Evolve Lead/Trip organisers	All children able to access school trips
	To liaise with external agencies for pupils with additional needs	Liaise and work with external agencies. Implementing advice and support recommendations where required.	SENDCo	Ongoing	All advice from professionals implemented and evident in classes.
Aim	Objectives	Actions	Persons responsible	Date to complete actions by	Success criteria
	To promote the involvement of pupils with a disability with a full academic offer	Layout of classrooms always considered to ensure all specialist equipment is useable within the classrooms and school buildings.	HT/SLT/SENDCo/Teachers	Ongoing	All children accessing a curriculum appropriate for them.

		Specialist equipment provided where needed– i.e., screen magnification software, VI friendly painting /word processing. Specialised keyboards where needed. Targeted training for staff.			
	To ensure that both areas inside and outside conform to the Health and Safety guidelines	To assess any high-risk areas and carry out appropriate risk assessments, to ensure they are maintained and remain at an acceptable level for safe access. Risk assessments to be reviewed annually. Amendments made as required for individual	Site supervisor alongside HT/Business Manager/Governors to conduct regular site walks.	Ongoing	
.	Appropriate CPD for staff in the identification of and teaching of children with specific learning difficulties	Outreach provision from external agencies. Staff to attend appropriate training. SENCo to monitor and support.	SENDCo/SLT/Class Teachers	Ongoing	Staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.
	To review attainment of all SEN pupils	SLT /SENDCo monitoring/Pupil Progress meetings/ Assessment/SEN reviews	SLT/SENDCo/class teachers	Ongoing	SEN make good progress from their starting points. Support plans in place/ 1-page profiles

Aim 2: to improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

Current Good Practice

Hodge Clough Primary School is continuing to grow and develop.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resource available for day-to-day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Aim	Objectives	Actions	Persons responsible	Date to complete actions by	Success criteria
Aim 2: to improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.	To constantly ensure all areas of school are accessible to physically disabled pupils and adults	Review access to grounds, school building, classrooms and indoor facilities (E.G., toilets) for the physically disabled. Ensure necessary adjustments are made to areas in order to make areas easy to access. To create access plans for individual disabled pupils as part of the IEP process when required	HT/SLT/Site Supervisor/SENDCo	Ongoing	Areas of the school are accessible to all. IEPs in place for disabled pupils and all staff aware of pupils needs. All Staff and governors feel confident their needs are met. Parents have full access to all school activities.

		Be aware of staff, governors and parents access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/ carers through meetings with parents Consider access needs during recruitment process. Ensure staff aware of Environmental Access Standard			Access issues do not influence recruitment and retention issues
	To improve provision for disabled, and children with visual and hearing problems.	Liaise with the appropriate outside agencies to seek advice and guidance. Improve signage and external access for visually impaired people	SENCo to liaise with agencies and feed back to relevant staff.	Ongoing	Children with disabilities have equal access to curriculum and school site.
	To update and review the accessibility plan on an annual basis or when refurbishment takes place	Carry out an audit of the plan.	SENDCo/HT/Governors	Reviewed Annually	Accessibility plan is current and used to ensure equal access for all.

		Review plan and liaise with SLT for an update on current children with disabilities.			
	Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure all staff are aware of their responsibilities	SENDCo	Beginning of each academic year and as needed throughout the year.	All disabled pupils and staff working alongside are safe in the event of a fire
	Classrooms are optimally organised to promote the participation and independence of all pupils.	Review the layout of furniture and equipment to support the learning process in individual classes. Class teachers to review classroom layout annually for September in line with requirements of their new class. Specific SENs transition meetings to be held for new teachers to gather information and prepare.	Class teachers under direction of SENDCo	Learning walks by SLT/SENDCo	Classes require little or no adjustments to accommodate the needs of individual pupils.

Aim 3: Improve the delivery of information to pupils with a disability.

Current Good Practice

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Our school has/will use a range of communication methods to make sure information is accessible. This includes:

- Internal signage
- Large print resources
- Pictorial or symbolic representations
- IT equipment
- BSL interpreter if required.

Aim	Objectives	Actions	Persons responsible	Date to complete actions by	Success criteria
Aim 3: Improve the delivery of information to pupils with a disability.	Written materials are available in alternative formats making them accessible for all.	The school will be able to provide written information in different formats when required for individual purposes E.G., visually impaired / hearing Impaired / EAL.	SENDCo	Ongoing or as required	Delivery of information to all pupils, parents and carers is fully accessible

		The school to seek advice from the services available through the Local Authority for converting written information into alternative formats if needed. Review all current school publications including school website and promote the availability in different formats for those that require it.			
	The school website contains information that is useful and accessible to parents	School information is published on the school website and updated regularly. This includes the SEND information report and Accessibility Plan	SLT	Ongoing	Delivery of information to parents and the local community is fully accessible and utilized by parents.
	Annual review information to be as accessible as possible	Pupil voice to play a larger role in annual reviews	SENDCo/Class teacher	Ongoing	Staff more aware of pupils preferred method of communications
	Improve CPD programme to include the importance of using a range of communication systems according to individual need.	Purchase standardised visuals for timetables and areas across school. Ensure all staff working with a child with a specific communication need has received specialist training.	SLT/SENDco/CT/TAs/HLTAs	Ongoing	Children will be appropriately supported by confidently trained staff.

		Invest in external agency CPD where appropriate.			
	To review children's records ensuring school's awareness of any disabilities Information collected about new children.	Information collected about new children. On intake Data collection sheets sent out for annual updates Records passed up to each class teacher	CT, HT, SLT, Business Support staff	. End of year	Staff Awareness of all staff regarding additional needs of pupils heightened.