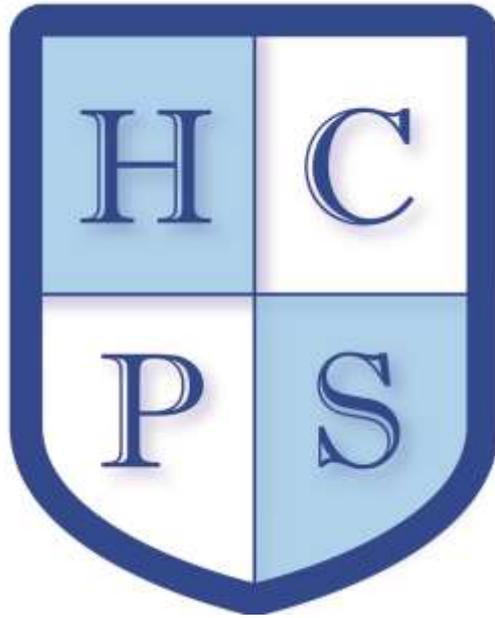


Hunslet Carr Primary School



Accessibility Plan

**High Expectations
Caring
Positive Attitudes
Successful**

Policy reviewed: April 2023

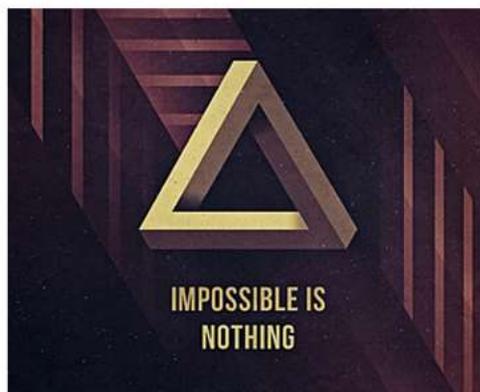
To be reviewed: April 2025

High Expectations, Caring, Positive Attitudes, Successful



The office blocks of Leeds are visible from our classrooms and it is our belief and desire that children from Hunslet Carr Primary School should be able to grow up and be successful within their own city. We want our children to aspire to be the lawyers, doctors and professionals that work in our city every day and to give them experiences to inspire their self-belief.

The key to ensuring our children succeed, both while pupils at the school and in the future, is having a caring stimulating and stable environment in which to enjoy their early years. We work hard to ensure the school allows our pupils to grow in to happy, caring members of the community.



What does Impossible is Nothing means to us?

Impossible is Nothing means you can achieve anything when you are resilient and you persevere.

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 children can participate in the curriculum
- improve the physical environment of the school to enable disabled children to take advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled children.

Our school aims to treat all children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind so they have high expectations, caring and positive attitudes and ultimately be successful.

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.

Our school's complaints procedure covers this plan. If you have any concerns relating to accessibility in school, please see the complaints procedure.

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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled children faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for children with SEND	<p>We use resources tailored to the needs of pupils who require support to access the curriculum such as hearing aids for children with hearing impairments or coloured overlays for children that require them to read or write.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>For all children to receive effective provision within wave 1 teaching</p> <p>Children that require additional support to be recognised and given effective interventions</p>	<p>Audit of provision for children with SEND</p> <p>Following results of the Audit – training to meet the needs of teachers and TAs</p> <p>Data analysis for SEND children</p>	Donna B & Martin L	<p>Summer 23'</p> <p>Autumn Term 23'</p>	For the quality of provision for SEND children to improve during wave 1 teaching

<p>To improve outcomes for children with SEMH difficulties</p>	<p>Our school offers a range of support mechanisms for children with SEMH difficulties. This includes:</p> <ul style="list-style-type: none"> • Specialist provision within the school • Alternative timetables and curriculum • Access to Off-Site specialist care • Close links with the Cluster where support for the family or therapy can be sought 	<p>For children who are experiencing SEMH difficulties to have effective provision that meets their needs</p>	<p>Meet weekly to discuss children impacted by SEMH issues with the Inclusion, SENCo and SLT team</p> <p>Our CP lead and PSW to make timely referrals to cluster for support</p> <p>Review the impact and effectiveness of Restorative Learning</p>	<p>Andy H</p> <p>Andy H</p> <p>Joanna R & Martin L</p>	<p>Weekly</p> <p>Ongoing</p> <p>Half-termly</p>	<p>For children experiencing SEMH difficulties to experience fewer behaviour incidents in school</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of children as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>No child with SEND is stopped from taking full part in the school's curriculum because of physical factors that can be changed, including school trips where necessary</p>	<p>A review of the school premises</p> <p>Teachers to request any physical resources that are required for a child in their class from the SENCo</p>	<p>Tracy H</p> <p>Teachers</p>	<p>Half-termly</p> <p>Ongoing</p>	<p>All children have equal access to the school's curriculum</p>

4. Monitoring arrangements

This document will be reviewed every year.
It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy