



Howden-le-Wear
Primary School

Accessibility Plan

Date: May 2025

Review Date: May 2026

School Specific Policy
of the Advance Learning Partnership Multi Academy Trust

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Rationale

At Howden le Wear Primary School we want all children to enjoy school. We are committed to giving all of our children every opportunity to develop their full potential. We do this by taking account of pupils' varied life experiences and needs. We offer a broad, balanced and creative curriculum and have the highest expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of the Plan:

This plan shows how Howden le Wear Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. Plans for accessibility improvement are developed through our school evaluation and developmental planning process. Our action planning for improvement addresses the following:

- **Physical facilities**
- **The school curriculum**
- **Support services**
- **Awareness**
- **Communication of information**

Definition of disability under the Equality Act 2010: You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal activities.

What 'substantial' and 'long-term' mean:

- 'Substantial' is more than minor or trivial – eg: it takes much longer than it usually would to complete a daily task like getting dressed
- 'Long-term' means 12 months or more – eg: a breathing condition that develops as a result of a lung infection

Physical

Process for Identifying Barriers:

Our original school was built in 1974 with a full refurbishment taking place in 2005. We are a single site school that is on one level. In 2018 we added a demountable classroom to our site to address growing pupil numbers. An additional classroom space was then added to this demountable classroom in September 2022, again to address a rising pupil role and facilitate single form entry to school. However, to ensure the building remains accessible for all, the Executive Headteacher and Head of School will monitor all risk assessments and service use as part of the school evaluation process. Feedback to the Governing Body will be given regarding any modifications that may need to be made to ensure the building can be accessed and used by all.

Access of current provision:

- The building is all on one level with no stairs, kerbs or raised areas needed to access the building. The exception to this is the access to the second demountable classroom where one step is required internally to access this. A moveable ramp is available to address this.
- There are no stairs within the building and all doors and corridors are wide enough for a wheelchair to pass through.
- The paths leading to the building from the main path are wide enough for a wheelchair to pass comfortably.

- There is no designated disabled parking; however, the private staff car park can be utilised for disabled parking should this be required.
- Gates leading into the main school access are wide enough to accommodate a wheelchair and the entrance door can be fully held open.
- The main building and the demountable classroom have one accessible toilet each both with emergency lighting and buzzer system.
- There are different height tables throughout the building to accommodate need within the school.
- There is flexibility and versatility in all classrooms to accommodate any pupils with physical needs. All tables and chairs can be moved.
- The school is served by a wireless system enabling internet access at any point in the building or demountable classroom.
- The school have a number of portable devices such as iPads and laptops for pupils use.

Objectives for Improvement in Access to the Physical Environment 2025-26

Target	Strategies	Time Scale	Responsibility	Success Criteria
To consider the movement of people with disabilities from the school car park to main school entrance.	To consult with stakeholders as to the possible positioning of a dropped kerb from the car park to the car park path.	September 2025 to September 2026	Exec. Headteacher and Governors (Finance / Premises Committee)	All pupils / visitors, (particularly those using a wheelchair/ mobility device) can move freely between the car park and main school entrance
To consider the occasional uneven surface of pathways on the school site.	Remove/replace/realign flag-stoned areas of pathway that are uneven or have moved or have wider than normal gaps between flags.	September 2025 to September 2026	Exec. Headteacher and Governors (Finance / Premises Committee)	All pupils / visitors, (particularly those using a wheelchair/ mobility device) can move freely around school. Pathway trip/fall hazards are eradicated from the school site.

The School Curriculum

Process for Identifying Barriers:

Teachers planning is moderated and monitored to ensure specific learning needs are accommodated and individual children's needs are identified.

Current Curriculum Provision:

Teacher's planning is inclusive: where appropriate, named pupils work on programmes aimed at

improving their co-ordination, motor skills, speech and language, integration into group situation and socialisation skills. Delivery is conducive and adapted to meet all learner's needs.

All children are given equal access to a wide range of extra-curricular activities, visits and visitors.

The school constantly engages in additional staff training to ensure members of staff are first aid trained at different levels such as Pediatric First Aid and First Aid in the Work Place. Staff will be given the knowledge and skills so that they feel proficient, skilled and knowledgeable to meet the needs of all pupils with a disability or allergy should these be needed.

To ensure the curriculum is accessible for all, the school uses a wide variety of resources and strategies to support pupils with additional needs.

All staff receive Level 1 safeguarding training, the EHT and HoS have level 3 qualifications (plus three other members of staff).

All elements of Social, Moral, Spiritual and Cultural education including addressing British values and safeguarding concerns such as E-safety are embedded across subjects and evident in displays. All pupils identified with a learning need, in each class, have access to personalised support that directly aims to meet their needs. Short notes and support plans specifically identify the needs of pupils in our care and their associated provision. This information is kept in pupils individual SEND files.

Objectives for Improvement of Access to the School Curriculum 2025-2026:

Target	Strategies	Time Scale	Responsibility	Success Criteria
To ensure all staff are confident and knowledgeable of their pupils needs at the start of the new term.	SENCO to liaise with staff and up-skill them with information regards Quality First Teaching and intervention strategies that may support the individual pupils.	September 2025 Reviewed on a termly basis	SENCO EHT	Good Progress is made by all children across the academic year based on their starting points regardless of need.
To keep up-to-date on all safeguarding training.	Audit training needs of all staff in line with ALP CPD / training schedule. New school staff, through induction, are informed of the designated officer for the school and how to record incidents and who to report information to.	September 2025	SENCO EHT	Pupils are kept safe at all times and staff are aware of the reporting procedures in place.
Improved transition between key	Whole staff transition plan in place to ensure good communication /	May – July 2026		

stages across the school. Summer 2025 onwards.	handover opportunities take place. Transition arrangements provide opportunities for pupil/parental involvement.			
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Support Services

Process for Identifying Barriers:

Information is shared amongst multi-agency professionals. Information is sought from the previous school for all pupils admitted to the school at the beginning or through the academic year. The SENCO, HT or class teachers attend all transfer-in meetings, or multi-agency meetings to identify needs as necessary.

Support Plans and pupil files are regularly updated after discussions with multi-agencies and professionals. Liaison with parents is paramount; to ensure that information is accurate and parents are consulted.

Current Support Services:

The school work very closely with statutory and voluntary agencies and other multi-agencies to ensure a catalogue of evidence and advice is available to support and meet the needs of children. This information or chronology is updated regularly after meetings or discussions concerning the child. The school use the services of all the professional teams working within the Local Authority including health colleagues such as CAHMS, Health Visitors, Family Workers, One Point teams and Social Workers. The school also buy into the services of the Educational Psychology Service and enjoys very good links with our Community of Learning (COL 15) for access to support and services.

Objectives for Improvement of Access to Support Services 2025-2026:

Target	Strategies	Time Scale	Responsibility	Success Criteria
To continue up-skilling members of staff to have a working knowledge of multiagency support available for all pupils.	To audit current skills of all staff in relation to support services they can offer pupils;	September 2025 and on-going.	SENCO All Teaching Staff EHT	The needs of each child are known and teachers feel confident in dealing with any situation that may arise proficiently. All policies and guidelines are available for reference and up loaded on to the website for access.

	Ensure all staff receive Safeguarding training and know the referral process in school.	As required over the academic year.	SENCO All staff EHT	All staff receive CPD appropriate to their position and level of need.
	To audit all policies and guidelines in relation to SEND, Safeguarding, Accessibility and Equality.	September 2025 – August 2026	SENCO All staff EHT	All relevant policies have been checked as per criteria established by staff
	Ensure all staff are completing the short note/SEND Support Plans in line with best practice, reviewing these with parents in a timely manner and informing the SENCO of areas of need for each child.	September 2025 onwards	SENCO All staff EHT	Short notes / SEND Support Plans available to SENCO signed by parents.

Awareness

Process for Identifying Barriers

Senior Leadership Team and the Governing body are rigorous in their evaluation of the school's work, enabling them to accurately identify strengths and areas for development. The Headteacher regularly reports to the Governing Body on the school provision, curriculum design, staffing and professional development to ensure there is a culture of understanding regarding disabilities. This exact provision will depend on the needs of the children in our care.

Current forms for ensuring Awareness: Within the curriculum, time is set aside to address aspects of Equality and explore pupils understanding and values through PSHCE lessons and activities and questions around aspects of learning.

Objectives for Improvement of Access through Raising Awareness 2025-2026:

Target	Strategies	Time Scale	Responsibility	Success Criteria
To address different aspects of disability through assembly themes and class discussions.	To hold regular assemblies relating to the SEAL or areas of intolerance that are experienced in school.	September 2025 and ongoing.	HOS EHT Assembly Lead	There is an ethos of caring and tolerance of others emanated around the school.

Communication

Process for Identifying Barriers:

The Governing Body and Executive Headteacher audit the methods in which to communicate with parents, carers, teachers and pupils to ensure all methods of communication and getting information distributed is effective.

Current Forms of communication used:

The school presently uses a number of methods to communicate with stakeholders and keep people up-to-date with life in school and their children's learning such as weekly newsletters which are emailed to all families weekly and placed on the school website, an active Facebook Social Media page, text messaging service and regularly updated school website, termly parental consultation evenings, termly written pupil progress reports, personal invites into school or drop in opportunities at any time to see the Executive Headteacher / Head of School. Parents also have daily access to their child's SeeSaw learning platform account to correspond with teachers on matters arising. Teachers are always available at the end of the school day when pupils are dismissed from their classes.

Objectives for Improvement of Access through Communication 2025-2026:

Target	Strategies	Time Scale	Responsibility	Success Criteria
To promote an awareness of support networks for families.	Use of all communication channels in school to promote awareness of support networks and signpost to the community.	September 2025 and ongoing	HOS EHT	Parents can attend courses and become more confident and knowledgeable about the opportunities and support available in the community.
For all teachers to have an awareness of the categories their pupils fall within, such as SEND [Special Educational Needs or Disability] PP [Pupil Premium] , CLA [Children Looked After], FSM [in receipt of Free School Meals], EAL [English as an Additional Language] or GRT [Gypsy, Roma, Traveller]	To prepare class information sheets, which highlight the group or groups a child may fall within.	September 2025	All staff SENCO EHT	All data analysed shows pupil progression and indicates the attainment levels and expectations nationally for specific pupil groups.

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our school community and society in general. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

If a member of staff has any concerns in relation to the child's welfare/wellbeing, the member of staff should log this on CPOMs and speak with Designated Safeguarding Lead, or appropriate team member. Further guidance can be found in the school safeguarding policy.

Complaints

All complaints should be raised with the school in the first instance.

The details of how to make a formal complaint can be found in the School Complaints Policy.

Equality and Diversity

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief or political/ other personal beliefs. We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across the Trust.

Modern Slavery Act

Advance Learning Partnership (Trust) is committed to ensuring that modern slavery and human trafficking are prevented from taking place within the Trust and its supply chain.

The Trust is committed to sourcing responsibly and improving our practices to combat slavery and human trafficking in our business and supply chain.

Accessibility Statement

We are committed to ensuring that our policies are accessible to all individuals. If you require this policy document in an alternative format, such as Braille, large print, or another language, please do not hesitate to contact our office. Immersive Reader tools are a useful way for an enhanced reading experience. PDF and word have this as a function. Your accessibility needs are important to us, and we are here to assist you in any way possible.

Legal Framework

This accessibility plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy / Principles
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Intimate Care Policy
- Health and Safety Policy
- Data Protection Policy