



**DISCOVERY**  
EDUCATIONAL TRUST



## Accessibility Plan

Title	Accessibility Plan
Author/Owner	Local School Committee
Status	Final - Approved
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Ratified by	Trust Board
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## 1. Legislation and Guidance

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. Under the Equality Act 2010, Local Governors and leaders have a duty:

- Not to treat disabled pupils less favourably for a reason related to their disability, in fact Hogarth Primary School (HPS) aims to promote positive attitudes to disabled people and promote equality of opportunity for all.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

The Local School Committee (LSC) is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan, which must be reviewed, at least, once every three years.

The Equality Act 2010 states that a person has a disability if:

- They have a physical or mental impairment;
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Under the Equality Act 2010, schools have a duty to make 'reasonable adjustments' to ensure that:

- Where a disabled pupil is placed at a disadvantage compared to other pupils, efforts are made to reduce/remove the disadvantage.

## 2. Purpose and Direction of the Plan – Vision and Values

Discovery Educational Trust (DET) is a Trust of Opportunity and its Schools offer their children and young people a high quality inclusive education, a broad, balanced and ambitious curriculum and a safe and stimulating place to grow, learn and develop. All pupils are fully prepared to seize the opportunities of the rapidly changing world and become active and responsible global citizens.

HPS has high expectations for all pupils and is committed to ensuring that all pupils, including those with disabilities, achieve the best possible educational and other outcomes. In line with the National Curriculum, teachers are expected to plan high-quality lessons for all pupils, identifying and overcoming barriers to learning wherever possible. HPS ensures that pupils with disabilities have access to the wider curriculum and are able to participate in a range of enrichment and extra-curricular activities.

HPS is committed to providing a fully accessible environment, which values and includes all pupils, staff, parents/carers and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. HPS is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

HPS works closely with professionals from Essex County Council, the National Health Service (NHS) and other agencies to ensure that its site is accessible and meets the needs of children and young people in the School.

Whole-school training recognises the need to continue raising awareness for staff and Local Governors on equality issues with reference to the Equality Act 2010.

The purpose of this Plan is to set out how HPS:

- Increases the extent to which disabled pupils can participate in the School curriculum and in extra-curricular activities;
- Improves the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improves the availability of information, which is accessible to disabled pupils.

### **3. Stakeholders**

This Plan was written in consultation with all stakeholders, including School leaders, Local Governors, teachers, support staff, site management, parents/carers and pupils.

### **4. Contextual Information/Information from Accessibility Audit**

HPS is part of DET. It is a mixed two-form entry School. It is located in Brentwood with an age range of 4 to 11.

The building is accessible for wheelchair users and is at ground floor level. There are two wheelchair accessible toilets.

### **5. Links to Other Documents**

This Accessibility Plan is linked to the following policies and documents, which are available on either the DET or the HPS website:

- DET Safeguarding and Child Protection Policy;
- DET Health and Safety Policy;
- DET Complaints Policy and Procedure;
- DET Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication;
- DET Special Educational Needs and Disability (SEND) Policy and HPS SEN Information Report;
- DET Supporting Pupils with Medical Conditions Policy;
- DET Risk Assessment Policy for Pupil Welfare;
- HPS Admissions Policy;
- DET Equality and Diversity in Employment Policy;
- DET Educational Visits Policy.

## 6. Action Plan

Increase the extent to which disabled pupils can participate in the School curriculum and in extra-curricular activities.					
Objective/Target	Current Provision/Practice	Strategies/Steps/Actions	Time Frame	Responsibility	Progress/Achieved/Success Criteria
To provide training for staff in meeting the needs of all pupils, including those with SEND.	<p>HPS is committed to delivering high-quality teaching to all pupils.</p> <p>Staff attend regular professional development to ensure high-quality teaching for all.</p> <p>All staff have access to more specialised training to support the needs of individual pupils.</p> <p>HPS works closely with the Local Authority (LA) Inclusion Partner and seeks advice and training, as required.</p>	<p>To continue to work closely with the LA Inclusion Partner to seek advice and guidance, as required.</p> <p>To review gaps in staff knowledge and provide appropriate training.</p> <p>Early Career Teachers (ECTs) to have a mentor, who is able to guide and advise them regarding accessibility issues.</p> <p>Continuing Professional Development (CPD) and Performance Management to ensure that all staff are highly trained and confident in delivering high-quality teaching.</p>	Annual review	<p>Headteacher (HT)</p> <p>SENDCo</p> <p>Senior Leadership Team (SLT)</p>	<p>Staff continue to deliver high-quality teaching, which meets the needs of, and is accessible to, all pupils.</p> <p>Staff continue to attend regular CPD sessions.</p>
To review the curriculum to ensure that it meets the needs of all pupils.	<p>HPS is committed to ensuring that all of its pupils are able to access a broad and balanced curriculum.</p> <p>The curriculum is differentiated according to learners' needs.</p> <p>HPS uses resources tailored to the needs of pupils, who require support to access the curriculum.</p>	<p>To reduce the use of dual-coding in presentations so that learners are able to focus on key learning points.</p> <p>To have a whole-school focus on vocabulary so that all learners can access lessons.</p> <p>To pre-teach key learning points, where needed, to ensure that all learners can access lessons.</p>	Termly lesson observations and learning walks to ensure that classroom practice reflects policy.	<p>Subject Leaders</p> <p>SLT</p>	<p>High-quality teaching is evident for all pupils.</p> <p>The curriculum and teaching methods are differentiated to meet the needs of all learners.</p> <p>Pupils make good progress.</p>

	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for those with additional needs.</p> <p>Where children do not make good progress, interventions are implemented rapidly, and barriers to learning are addressed.</p>	<p>To continue to ensure that a range of resources are available to support learners.</p> <p>Subject Leaders to be clear about how their subject is meeting the needs of all learners.</p>	<p>Curriculum reviewed by Senior Leadership Team in collaboration with staff and Subject Leaders.</p>		
<p>To plan all extra-curricular activities ensuring that they are accessible to all pupils.</p>	<p>HPS is committed to providing opportunities above and beyond the curriculum to all pupils, regardless of whether they have a disability.</p> <p>A wide range of extra-curricular clubs are offered to all pupils.</p> <p>Attendance at clubs is monitored to ensure that they are being accessed by all groups of learners.</p> <p>Regular educational visits are organised for all pupils.</p> <p>Risk assessments are carried out to ensure educational visits are safe and accessible for all.</p>	<p>To continue to provide accessible extra-curricular activities for all.</p> <p>To ensure that any reasonable adjustments are made to enable all learners to take part in clubs and educational visits.</p> <p>To gather pupil views regarding clubs and extra-curricular activities.</p>	<p>Clubs' provision is reviewed termly.</p> <p>Pupil views to be collated annually.</p> <p>Reasonable adjustments to be made, as needed.</p>	<p>Middle Leaders and SLT</p> <p>Junior Governing Board</p> <p>SENDCo</p>	<p>All groups of learners participate safely in extra-curricular activities, including clubs and educational visits.</p> <p>HPS is responsive to pupils' views about what clubs they would like to attend.</p> <p>Additional resources and reasonable adjustments are provided, as needed, to enable all learners to take part in extra-curricular activities.</p>
<p>To ensure that any reasonable adjustments and services required</p>	<p>HPS liaises with the LA and the NHS to ensure that adjustments have been identified, agreed and are in place prior to pupils</p>	<p>SENDCo to liaise with the LA and/or NHS, as required.</p>	<p>As required</p>	<p>SENDCo</p> <p>SLT</p>	<p>Pupils with a disability are not placed at a</p>

by new entrants are in place prior to a pupil joining HPS.	joining HPS or within a reasonable timeframe.				disadvantage in comparison to other pupils.
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**Improve the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services.**

<b>Objective/Target</b>	<b>Current Provision/Practice</b>	<b>Strategies/Steps/Actions</b>	<b>Time Frame</b>	<b>Responsibility</b>	<b>Progress/Achieved/Success Criteria</b>
To continue to develop HPS facilities in line with the needs of its pupils.	<p>HPS is committed to ensuring that all members of its community can access the HPS site in a safe manner.</p> <p>The environment is adapted to the needs of the pupils, as required.</p> <p>This includes:</p> <p>Ground-level access to all buildings.</p> <p>Wide corridors.</p> <p>Classrooms are optimally organised to promote the participation and independence of all pupils.</p> <p>Two accessible toilets.</p> <p>Disabled parking bays.</p> <p>Emergency exits clearly signposted.</p>	<p>To work with relevant outside agencies on an individual basis to ensure that the site can meet specialist needs.</p> <p>To ensure that all equipment on the HPS site is maintained in line with the manufacturer’s guidelines when in use.</p>	<p>As required</p> <p>Ongoing</p>	<p>HT</p> <p>SENDCo</p> <p>SLT</p> <p>Site Management Team</p>	<p>All pupils, who attend HPS, are able to safely take part in all aspects of HPS life.</p> <p>Equipment is safe to use.</p>

<p>To ensure that the HPS site is fully accessible for visitors with a disability.</p>	<p>Parents/carers and visitors with a disability are able to enjoy visiting HPS for performances, assemblies, meetings and to speak to office staff.</p> <p>This includes:</p> <p>Allowing visitors with a disability to enter HPS before other visitors for performances.</p> <p>Providing appropriate seating, as required.</p> <p>Ground-level entrance to main school office.</p> <p>Automatic doors to allow access to foyer.</p> <p>Low-level window to office.</p>	<p>To work with parents/carers and visitors to ensure that they are able to safely access appropriate areas of the HPS site.</p> <p>To make reasonable adjustments, as required.</p>	<p>Ongoing</p> <p>As required</p>	<p>HT</p> <p>SENDCo</p> <p>SLT</p>	<p>Parents/carers and visitors are able to access the HPS site regardless of whether they have a disability.</p> <p>Pupils with parents/carers with a disability are able to celebrate performances with them.</p>
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<b>Improve the availability of information, which is accessible to disabled pupils.</b>					
<b>Objective/Target</b>	<b>Current Provision/Practice</b>	<b>Strategies/Steps/Actions</b>	<b>Time Frame</b>	<b>Responsibility</b>	<b>Progress/Achieved/Success Criteria</b>
<p>To ensure that handouts, test papers, letters and other information are accessible to all pupils.</p>	<p>HPS is committed to ensuring that information is available and accessible to all pupils.</p> <p>Handouts, test papers, letters and other information are written in a clear, appropriately-sized font.</p>	<p>To continue to monitor that pupils can access handouts, test papers and other information.</p> <p>To provide large print resources or alternative formats, as required.</p> <p>To work closely with relevant external agencies to provide</p>	<p>Ongoing</p> <p>As required</p>	<p>Class teachers</p> <p>SENDCo</p> <p>SLT</p>	<p>All pupils are able to access the information that they need in order to take part in a broad and balanced curriculum.</p>



	<p>End of Key Stage 2 test access arrangements for pupils with a disability are assessed and applied for, as required.</p> <p>Visual stress can be assessed and coloured overlays provided, as required.</p> <p>Pictorial and symbolic representations are used in classrooms and for individuals, as required.</p>	<p>additional specialist resources, as required, by individual pupils.</p>			
<p>To ensure signage around the HPS site is clear.</p>	<p>HPS is committed to promoting independence for all pupils.</p> <p>All classrooms have a sign introducing the staff in that classroom.</p> <p>Resources are clearly labelled and organised to promote independence in the classroom.</p> <p>Toilets are clearly signposted with symbols.</p> <p>Visual timetables are used in all classes.</p> <p>Pictorial representations of expected and unexpected behaviour encourage good choices for all pupils.</p> <p>Disabled parking bay is clearly signposted.</p>	<p>To continue to monitor signage to ensure that all members of the HPS community can access the information that they need.</p>	<p>Ongoing</p> <p>Termly learning walks</p>	<p>HT</p> <p>SENDCo</p> <p>SLT</p> <p>Site Management Team</p>	<p>All pupils are able to navigate the HPS site safely.</p> <p>Pupils are able to access the timetable and resources independently.</p> <p>Good behaviour choices are promoted with all pupils.</p>

<p>To ensure that HPS publications are available to all.</p>	<p>HPS is committed to communicating effectively with all parents/carers and members of its community.</p> <p>The HPS website has been developed to provide information for all stakeholders.</p> <p>Regular newsletters are emailed to parents/carers.</p> <p>Messages are regularly sent via text message.</p>	<p>To make publications available in alternative formats, if required.</p> <p>To support parents/carers to read and understand publications, if required.</p> <p>To develop good relationships with parents/carers so that they feel able to ask for support with accessing information, if required.</p>	<p>Ongoing As required</p>	<p>School Business Manager HT SLT</p>	<p>School publications are accessible to all parents/carers and members of the HPS community.</p>
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## **7. Monitoring and Evaluation**

This Accessibility Plan is reviewed within three years. Ongoing monitoring of the progress towards the targets and the impact of the plan is undertaken by Mr. R. Watson (HT), Mrs. L. King (Deputy Headteacher/SENDCo) and **A. Governor**.