



# Accessibility Plan 2023-2026

## INCLUDES EYFS

At Halstead St Andrew's School, treating every child as an individual is important to us, and we welcome pupils with disabilities providing their needs can be met by the making of reasonable adjustments.

A child or young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools.

Under the Equality Act 2010, a disability is defined as:

'...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.'

The Equality Act 2010 requires us to have a three-year accessibility plan. This Accessibility Plan describes how the school intends, over time, to:

- improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school;
- make it easier for disabled pupils to access written information by improving the delivery; and
- increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum and activities.

The plan should be read in conjunction with the School's Admissions Policy and the Learning Support Policies <https://www.hsaschool.co.uk/school-policies> . The Accessibility Plan is reviewed by the Assistant Head (Inclusion) and the Head of Learning Support annually and is approved by the Education Committee, followed by the Board of Governors.

Compiled by: S Hemsworth / K Logie	Policy version date: September 2023
	Approved by: Education Committee
Next Revision date: September 2024	

### Improving access to the physical environment

2023/2024	Date to be completed	2024/2025	Date to be completed	2025/2026	Date to be completed
Ensure PEEP in place for disabled pupils where necessary.	October 2023	Ensure PEEP in place for disabled pupils where necessary.	October 2024	Ensure PEEP in place for disabled pupils where necessary.	October 2025
Assess whether all disabled pupils and visitors can be safely evacuated from both school sites and consider need for evacuation chairs if required.	December 2023	Ensure all disabled pupils and visitors can be safely evacuated from school (servicing of evacuation chairs if required)	December 2024	Ensure all disabled pupils and visitors can be safely evacuated from school (servicing of evacuation chairs if required)	December 2025
Evaluate and review shelving / cupboards in all classrooms to ensure that key resources are accessible at wheelchair-friendly height.	April 2024	Review staff training needs, to ensure sufficient staff are trained to deploy evacuation chairs.	October 2024	Review staff training needs, to ensure sufficient staff are trained to deploy evacuation chairs	October 2025
Evaluate and review visual information regarding routes and directions around both school sites.	April 2024	Evaluate and review physical access to ASCs to ensure that they offer equal opportunities.	December 2024	Evaluate and review on-site disabled parking.	December 2025
Evaluate and review step-free access around both school sites, working	April 2024	Evaluate and review access to outside areas to ensure wheelchair-friendly.	April 2025	Evaluate and review acoustics in halls and other large indoor areas and consider soundproofing needs, if required.	April 2026

towards all entrances / exits to have ramps.				Evaluate and review lighting to ensure that all areas accessed by pupils, staff or visitors are well lit.	July 2026
--	--	--	--	---	-----------

### Improving access to the curriculum

2023/2024	Date to be completed	2024/2025	Date to be completed	2025/2026	Date to be completed
Continue to identify limiting factors to any planned curriculum activity and, where practicable, adapt these depending on the needs of individual students / staff.	Ongoing	Continue to identify limiting factors to any planned curriculum activity and, where practicable, adapt these depending on the needs of individual students / staff.	Ongoing	Continue to identify limiting factors to any planned curriculum activity and, where practicable, adapt these depending on the needs of individual students / staff.	Ongoing
Continue to identify and monitor mental health needs of SEND pupils, to ensure that they are emotionally ready to learn.	Ongoing	Continue to identify and monitor mental health needs of SEND pupils, to ensure that they are emotionally ready to learn.	Ongoing	Continue to identify and monitor mental health needs of SEND pupils, to ensure that they are emotionally ready to learn.	Ongoing
Lesson observations / learning walks of all subjects by Assistant Head (Inclusion) to ensure that all lessons provide opportunities for all students to achieve.	December 2023	Review clubs run by external providers, to ensure that they are inclusive and comply with current SEND legislative requirements.	December 2024	Review of classroom layouts to ensure that they are optimally organised for those with SEND.	December 2025
Assistant Head (Inclusion) to undertake meetings with staff to discuss ongoing staff training needs regarding delivering a SEND-friendly curriculum, particularly use of ICT.	April 2024	Assess ongoing staff training needs to improve confidence with providing assistive technology to SEND pupils.	December 2024	Review of prep activities to ensure that they continue to be adapted for SEND children.	July 2026
Review access arrangements for internal assessments for SEND pupils.	October 2023	Assess ongoing staff training needs regarding supporting the emotional needs of SEND pupils.	April 2025	Standardise fonts, backgrounds etc for smartboards and worksheets to enable SEND children better access.	April 2026

Use standardised data to review the attainment of SEND pupils.	December 2023	Review range of high interest, low access books and audio books in the library.	April 2025		
Review use of assistive technology for SEND pupils.	December 2023	Ensure that all SEND children are able to access and participate in school challenges e.g. spelling badges, and adapt if necessary.	April 2025		
Audit of SEND specialist resources (e.g. coloured overlays, books and multi-sensory resources).	December 2023				
Introduce touch typing club for those pupils identified as benefiting from accessing and recording their learning digitally.	January 2024				
Investigate and formalise classroom and whole school strategies for promoting positive mental health for SEND pupils (e.g. worry boxes, children of concern, tracking records etc).	April 2024				
Review deployment of ELSAs.	December 2023				

### Improving access to information

2023/2024	Date to be completed	2024/2025	Date to be completed	2025/2026	Date to be completed
Monitor, evaluate and review how SEND pupils are enabled to access all information given to them (e.g. size of fonts, positioning of information, seating positions).	December 2023	Review delivery of ASC information to ensure adjustments are made as required for individual pupils, e.g. <ul style="list-style-type: none"> <li>• Large font</li> <li>• Coloured paper</li> </ul>	July 2025	Review delivery of peripatetic music information to ensure adjustments are made as required for individual pupils, e.g. <ul style="list-style-type: none"> <li>• Large font</li> <li>• Coloured paper</li> </ul>	July 2026

<p>Review delivery of written curriculum information to ensure adjustments are made as required for SEND pupils, e.g.</p> <ul style="list-style-type: none"> <li>• Large font</li> <li>• Coloured paper</li> <li>• Uncluttered worksheets</li> <li>• Verbal reinforcement</li> <li>• Visual reinforcement</li> </ul>	July 2024	<ul style="list-style-type: none"> <li>• Uncluttered worksheets</li> <li>• Verbal reinforcement</li> <li>• Visual reinforcement</li> </ul> <p>Continue to ensure teachers / TAs are aware of, and adequately trained in, adjustments needed to deliver written curriculum information to SEND pupils.</p>	Ongoing	<ul style="list-style-type: none"> <li>• Uncluttered worksheets</li> <li>• Verbal reinforcement</li> <li>• Visual reinforcement</li> </ul> <p>Continue to ensure teachers / TAs are aware of, and adequately trained in, adjustments needed to deliver written curriculum information to SEND pupils.</p>	Ongoing
<p>Review delivery of presentations to groups (e.g. assemblies, house meetings) to ensure that they take into account SEND needs (e.g. reading aloud content of slides, describing diagrams).</p>	July 2024	<p>Review delivery of written information distributed at form time (e.g. weekly maths problems) to ensure adjustments are made as required for SEND pupils.</p>	December 2024	<p>Review delivery of weekly newsletter to ensure taking into account SEND needs of pupils, parents and staff.</p>	December 2025
<p>Provide written information in other formats, as requested by parents (e.g. other languages, large print, audio).</p>	Ongoing	<p>Provide written information in other formats, as requested by parents (e.g. other languages, large print, audio).</p>	Ongoing	<p>Review delivery of school prospectus to ensure it is meeting the needs of prospective SEND pupils and parents.</p>	April 2026
<p>Review and monitor effectiveness of written information for parents regarding provision for and progress of SEND pupils.</p>	April 2024			<p>Provide written information in other formats, as requested by parents (e.g. other languages, large print, audio).</p>	Ongoing