



HARMONY

Primary School

Accessibility Plan

Dec 2024

Original Publication Date:	10 th Aug 2020
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Reviewed by:	Premises Manager Headteacher Vice Chair of Governors

Next Review Date:	15 th August 2025
To be reviewed by:	Premises Manager Headteacher Vice Chair of Governors

Aim of the Accessibility Plan

Harmony Primary School strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy.

How the plan is constructed

Harmony Primary School audits its provision for pupils with special educational needs and/or disabilities and uses the results to inform the Accessibility Plan.

The Headteacher is responsible for the Accessibility Plan, it is their responsibility to:

- review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled, taking consideration of:
 - Admissions
 - Attainment
 - Attendance
 - Exclusions
 - Education
 - Extra-curricular activities
 - Governing body representation
 - Physical school environment

- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare
- make recommendations with a view to improving the accessibility of education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- review and update the School's Admissions and Special Educational Needs and Disability Policies
- together with the Bursar and Facilities Manager, review and update the School's Accessibility Plan

The Accessibility Plan and targets are widely circulated to all teaching and support staff, is available online on the school's website and is available in printed form on request from the School office.

How the plan is reviewed and monitored

The Accessibility Plan

- is reviewed annually by the Headteacher with input from the School Bursar and Facilities Manager, when needed.
- is reviewed tri-annually by the Governing Body. A report from this meeting identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.
- informs the school Development Plan and links to school policies.
- informs the annual maintenance and refurbishment programme.

The school's governors are ultimately responsible for ensuring the implementation of the Accessibility Plan during the period to which it relates. A new plan will be drawn up every three years.



Accessibility Plan

Harmony Primary School

Date: 2024-2026

Agreed upon by YK and GB: December 2024

Next review: August 2026

Target	Responsibility	Timescale	Outcome/Success Criteria	Completion Status/Monitoring
Improve Access to Curriculum				
Ensure ICT appropriate for pupils with disabilities.	Headteacher	Ongoing	<ul style="list-style-type: none"> Review accessibility of ICT (including Chromebooks & whiteboards) Survey pupils in review of hard & software. 	In line with current needs
SEND and Medical register and information on children with additional needs to be updated.	Headteacher and Designated First Aider (School Admin)	Ongoing	<ul style="list-style-type: none"> SEN and Medical needs will be kept up to date. Teachers and TAs will be aware of the needs of children in their class. 	In line with current needs
Create effective learning environments for all utilising feedback from pupil groups.	Lead by Teachers, supported by Learning Support Assistants.	Ongoing	<ul style="list-style-type: none"> Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. Ongoing programme of staff training in disability awareness to reflect diverse specific needs of students within the school. 	Headteacher through lesson observations and sampling lesson planning
All children are visible in the curriculum and resources	Class Teachers	Ongoing	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.	In line with current needs

Target	Responsibility	Timescale	Outcome/Success Criteria	Completion Status/Monitoring
Extend and develop the use of strategy banks to aid differentiation and Quality First Teaching.	Headteacher	2 Months	All students are able to fully access learning with the removal of barriers to learning for students with additional needs	Currently under review and due for completion in March 2025
Ensure that regular and effective training to meet the needs of students with additional physical requirements is provided to teaching and support staff	Headteacher	Ad Hoc	Learning is differentiated so that students with physical needs are able to access learning successfully	In line with Pupil Needs
Staff trained to meet individual medical needs of pupils where applicable.	Headteacher	Ad hoc /on going	Staff completed training for specific needs. Epi pen training and diabetes awareness training for relevant staff	Completed - in line with pupil Needs
Review PE curriculum to ensure PE is accessible to all pupils	Headteacher and PE Teacher	Ad Hoc - Ongoing annually	Review PE curriculum to include disability sports, adapted resources such as flow balls, textured balls, luminous balls.	In line with current pupils needs
Inclusive resources to avoid gender bias and stereotyping	All staff	Ongoing	Children feel they are represented in the classroom and their learning journey Inclusive and diverse resources.	In line with current needs

Access to Physical Environment				
Target	Responsibility	Timescale	Outcome/Success Criteria	Completion Status/Monitoring
Ensure that all trips and visits are adjusted as far as possible to be accessible to all students, including those with physical/medical needs and those with impaired mobility	Headteacher oversight of teachers plan	Ongoing	No student is excluded from trips/visits because of additional needs or disability	In line with current needs
Ensure the school has wheelchair access and egress.	Facilities and Compliance Manager	Complete	The environment is adapted to the needs of pupils	Complete – Protect accessibility environment and ensure wheelchair access is not compromised by future building works.
Develop a disabled access toilet	Headteacher/ Facilities Manager	Complete	A disabled access toilet available.	Complete
Accessibility – improving accessibility in all school buildings	Facilities and Compliance Manager		Improved accessibility such as portable ramps, hand rails.	Ongoing
Ensure all children feel safe and involved at playtimes	All playground duty staff		Children feel safe in school – evidence in survey results from children	In line with current needs

Ensure access for all SEND children at After School Clubs and reasonable adjustments are made to enable Participation	After School Clubs leaders	Ongoing	Increased access of SEND children at After School activities.	In line with current needs
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<p>Ensure all policies consider the implications of Disability Access.</p>	<p>Headteacher with GB oversight</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews. ▪ Consult pupils and staff on any proposed changes. ▪ Introduce new policies 	<p>In line with current needs</p>
<p>To promote positive attitudes to disability</p>	<p>PSHE Lead</p>	<p>3 Months</p>	<ul style="list-style-type: none"> ▪ Review PSHE Curriculum ▪ Review Assembly Programme: widen focus of Different/Same theme ▪ Involve local disability groups in assemblies and visits to school ▪ Regular items for newsletter highlighting achievements of pupils with disabilities 	<p>In progress</p>

Improving Access to Information				
Target	Responsibility	Timescale	Outcome/Success Criteria	Completion Status/Monitoring
Further increase representation of students with physical difficulties within the HPS community through participation in student voice activities, participation in extracurricular activities, student council etc	Pastoral Lead / Headteacher	3 Months	<ul style="list-style-type: none"> • Pupil Council body representation will reflect school's diverse nature 	In Progress
Availability of documents in alternative formats.	Admin. Manager	Ad Hoc	<ul style="list-style-type: none"> ▪ Large print and audio formats etc as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate. 	Headteacher