



Hounslow Town Primary School

Accessibility Plan

Hounslow Town Primary School is a Rights Respecting School where the principles and articles of the UNCRC underpin the work we do. It is with this in mind, this policy has been written, supporting children's rights - Article 23:

'A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families'.

Approved by:	Full Governing Body	Date: April 2023
Last reviewed on:	April 2023	
Next review due by:	April 2026	

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our approach is outlined in Hounslow Town Primary School's Equalities Policy. The school supports any available partnerships to develop and implement the plan, such as local authority advisors or disability specialists. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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

Action Plan

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

Aim	Current good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete	Success Criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. Resources are personalised and tailored to ensure pupils who require support to access the curriculum can do so. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. 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.	Children are making progress from their individual starting points. Attainment and progress is sustained.	Provision mapping reflects impact of interventions	SLT & SENDCo	End of Spring 1	Children meeting their objectives are in line with or exceeding the children in school.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: Ramps Level thresholds Elevators Corridor width Disabled toilets and changing facilities Library shelves at wheelchair accessible height	All buildings and outdoor spaces are accessible.	Ensure evacuation chairs are in place and staff are trained.	Premises team	End of Spring 1	Evacuation chairs are in place and staff are trained.

Aim	Current good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete	Success Criteria
To offer specialist provision for SEND children in an inclusive environment	Children accessing the MLD Centre also access their mainstream class for: Trips Assemblies Weekly lessons	To integrate resource MLD Centre children into mainstream lessons and activities e.g. after school club, school trips.	Integration timetable for the curriculum. ASD friendly environment around the whole school Inclusive activities and school trips	SENCo & MLD Centre Team	Ongoing	Integration timetable
Improve the progress for children with communication and language difficulties	Current speech and language groups in KS1 & KS2 Implementing screening into Early Years	Speech and Language Therapist to develop staff skills. Speech and Language Therapist to work with individual pupils and families.	Speech and Language Therapy support across school to upskill staff deliver training deliver 1-1 therapy identify areas of need	SENCo Speech and Language Therapist Leaders Of Learning	End of Spring 2	Development of Speech and Language Therapy across school through training. Provision map
improve the progress and participation for pupils with sensory and or physical difficulties	Sensory Room Busy hands Widget in use in the MLD Centre	Widget training on going for all staff Develop fine motor and gross motor groups across school if as necessary	Ongoing Widget training. Fine motor & OT training for staff. Fine motor groups	SENCo & MLD Centre Team	Ongoing	Widget being used in books and classroom displays Provision map and observations

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing body.

Links with other policies

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

- Health and safety policy
- Equality policy and objectives
- SEND Policy
- Special educational needs & Disabilities (SEND) information report