



HENRY GREEN PRIMARY SCHOOL

Accessibility Plan 2021-2023



Approved and Agreed by the Governing Body:

Signed (Chair of Governors) *J. C. Withnall* Date: 2.12.21

Review Date: December 2023

Address: Henry Green Primary School
Green Lane
Dagenham RM8 1UR

Telephone: 020 8470 4466



This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 2
The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 23
Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Purpose of Plan

The purpose of this plan is to show how Henry Green intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEND information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favorably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Equality and Inclusion

Target	Strategy	Outcome	Who responsible	Timeframe
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.		Annually.
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	Inclusion Manager and DHT	On-going.
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	HT	On-going.
To ensure child recovering from serious medical condition has minimal risk of contracting infections.	Parents to be reminded of need to inform school about infections that might cause problems. Adequate risk assessments made.	Child continues to make good recovery.		On-going

Physical Environment

Target	Strategy	Outcome	Who responsible	Timeframe
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	HT, GB, Site Manager, SBM	On-going.
To ensure those who may need it have access to a hygienic and discreet room with shower and cleaning facilities.	Hygiene room available for use.	Children that need access to the room can if needed.	HT, GB, Site Manager, SBM	On-going

Curriculum

Target	Strategy	Outcome	Who responsible	Timeframe
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCo and Inclusion Manager to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	SENCo, Inclusion Manager.	On-going.
To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	SENCo, Inclusion Manager. Educational Visits Lead	On-going.
To provide specialist equipment to	Assess the needs of the children	Children will develop	Reviewed termly by	On-going.

promote participation in learning by all pupils.	in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	independent learning skills.	SENCo.	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Year 6 lead, phase leader and Senior Phase leader.	On-going.
Extra curricular planning ensures participation of all children in school regardless of need	Review activities on offer and ensure support can be offered through TA deployment	All children have access to extra curricular activities	Inclusion Manager and SENCo.	On-going.

Written/other information

Target	Strategy	Outcome	Who responsible	Timeframe
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Parents with disabilities can access information about their children and the school.	Inclusion Manager, SENCo.	As needed.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone, virtual or send home written information.	Parents are informed of children's progress.	Inclusion Manager, SENCo.	Termly.