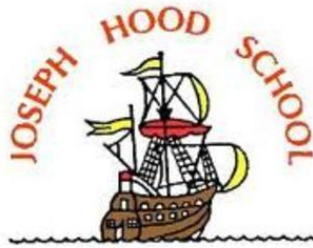




Joseph Hood Primary School Accessibility Plan 2025-2028



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

At Joseph Hood Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. 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.

We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

2. 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.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

3. Objectives

Joseph Hood Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

The Joseph Hood Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate these needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Joseph Hood Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour and Relationships Policy
- Curriculum Policies
- Critical Incident Plan
- Health & Safety Policy
- School Improvement Plan
- SEND Policy
- SEN Information Report
- Teaching and Learning Policy
- Supporting pupils with medical conditions policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by both The Cherrywood Federation Governing Body and each individual school's finance and premises committees.

It will be approved by The Cherrywood Federation Governing Body.

Joseph Hood Primary School

5. Action Plans

Action Plan A – Improving Physical Access

AIM	CURRENT GOOD SCHOOL PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bay • Disabled toilets and changing facilities 	<p>To provide a disabled parking space in the Whatley carpark-close to school. Mark out the bay.</p> <p>To provide an accessible piece of play equipment</p>	<p>HOS/Ex HT to liase with EL, HT at Whatley to inform her which bay will be designated disabled parking bay.</p> <p>HOS, EHT and site manager to research suitable equipment Arrange a site survey and obtain quotes Fundraise with the PTFA Arrange installation</p>	<p>Ex HT, HOS, site manager</p> <p>Ex HT/HOS</p>	<p>Autumn 2025</p> <p>Summer 2028</p>	<p>Allocated disabled bay marked out near the JH gate.</p> <p>Accessible piece of play equipment installed and in use.</p>

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Action Plan B – Improving Curriculum Access

AIM	CURRENT GOOD SCHOOL PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Adaptations made to suit needs of ALL children</p> <p>Interventions programmes to support progress in learning</p> <p>Classrooms are organised to promote the participation and independence of all pupils</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p>	<p>Ensure all our curriculum resources include examples of people with disabilities</p> <p>Supportive curriculum materials include the use of widgit across all classrooms and in all subjects</p> <p>Wider staff training on ordinarily available-updated guidance and further training opportunities</p>	<p>Curriculum review at end of summer term 2026</p> <p>Monitoring in classes by SLT, Co-ords and SENCOs on use of widgit.</p> <p>Staff attending Borough OAG training and wider training provided by SENCOs to support pupils with needs and access</p>	<p>SLT</p> <p>Whole School</p> <p>SENCOs and SLT</p>	<p>Termly review of curriculum taught and resources used-SLT meeting termly and review/adapt curriculum summer 2026.</p> <p>By summer 2026</p> <p>Ongoing training opportunities Summer 2027</p>	<p>Joseph Hood curriculum reviewed and resources and curriculum taught represents pupils with disabilities.</p> <p>Widgit evident in all classrooms supporting children’s access to learning and to written materials-part of daily practice</p> <p>Adaptions evident in wider curriculum in children’s books and planning.</p> <p>Widgit signage evident in the classroom and around school</p> <p>OAG evident in classrooms across the school. OAG training taken place</p>

AIM	CURRENT GOOD SCHOOL PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Healthcare plans for children with more complex medical needs are appropriate, up to date and shared with relevant members of staff					

This policy and plan has been written with reference to the Equality Act 2010. Review: Annually

Signed: _____ Chair of Governors

_____ Headteacher

_____ Member of Staff Responsible

Date: _____ Date of Next Review: September 2026

