



# Hythe Primary School

## Accessibility Plan

At Hythe Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Hythe Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### Introduction

### Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

### Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN 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 favourably
  - 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **Definition of Disability**

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

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## **Key Objective**

To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

## **Our Aims**

The school plans, over time, to continually assess and increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Ensuring disabled students can participate fully in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery of information to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

## **Action Plan**

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

Statement	Evidence	Action Required/When
<p>Teachers and LSAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.</p>	<p>INSET records for individual and whole school training.</p> <p>External Agency written reports and advice.</p> <p>Individual training certificates</p>	<p>Regular SEN Staff Meetings (for teaching and support staff) updating advice re knowledge of reducing barriers to learning. On-going CPD</p> <p>Information from training cascaded to all staff where appropriate.</p>
<p>Classrooms are optimally organised for disabled pupils.</p>	<p>Classroom space is large and staff consider the best arrangement of furniture to improve accessibility &amp; to accommodate necessary equipment.</p> <p>Recent visit and audit of area from Hampshire SEN as part of PINS project.</p>	<p>Consider Year Group classroom changes to best meet the needs of disabled pupils.</p> <p>Annual risk assessments Sept</p> <p>Risk assessments for individual children on-going.</p>
<p>All staff have high expectations for all pupils. Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by LSAs. Buddying systems are in place with older pupils supporting younger pupils, particularly during break/lunch times.</p>	<p>Monitoring records</p> <p>Lesson Plans</p> <p>IEPs</p> <p>Tracking &amp; aspirational targets set for all.</p> <p>Regular pupil progress meetings to discuss progress of pupil groups and cohort trends – identifying any changes/interventions needed to support pupils further.</p>	<p>Continue to implement personalised learning when appropriate - On going</p>
<p>All pupils are encouraged to take part in music, drama and physical activities.</p>	<p>Full inclusion, extra-curricular clubs, church visits, concerts, performances etc.</p> <p>'Real PE' training undertaken by several members of staff to support children with disabilities in PE/games lessons. Additional PE training for all teaching staff undertaken in Spring term 2026.</p> <p>Club registers show a range of pupils taking part in after school clubs.</p> <p>Ear defenders and regular breaks are available for pupils with sensory needs.</p> <p>Zoned areas on playground to meet a range of needs at breaktimes.</p>	<p>Risk assessments for clubs completed</p> <p>Clubs specifically organised for more diverse needs.</p> <p>On going</p>
<p>Staff recognise and plan for the additional time and effort needed by some disabled pupils: slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities, alternative forms of exercise; movement breaks to support neurodiverse learners.</p>	<p>All staff aware of needs &amp; detailed in planning/IEPs</p> <p>Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.</p> <p>All staff ensure resources are appropriately matched to pupils need e.g. enlarged to support VI</p> <p>Technology is used to support writing for pupils where appropriate.</p> <p>PINS training completed by all teaching staff 25/26</p>	<p>On going</p>

ICT equipment is provided for & has been fitted with additional software/hardware to allow access for disabled pupils.	VOCA software, Clicker, enlarged keyboard, Zoom application, visualiser and shared screens.  Use of designated Chromebook to support writing.	Links with Specialist Advisory Support Service to provide updated software and equipment  As and when appropriate.
School visits are accessible to all pupils, regardless of attainment or impairment.  School staff work closely with parents to ensure correct plans are in place and risk assessment reflect specific needs.	See Educational Visits policy – consultations with parents as appropriate. All risk assessments include info re. Disabled pupils and those with other additional needs.	Pre-visits used to check accessibility for all children.
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observation/walkthrough notes, IEP Reviews, Regular LSA, teacher & SLT meetings, use of pupil input to IEPs and IBPs.  SLT regularly cascade information to teams through phase and LSA meetings.	Pupil input into IEPs  Pupil friendly IEPs  Peer-to-peer support between staff, alongside coaching to promote reflective practice.

The future planned action work will be overseen and co-ordinated by the governors' resources committee, the curriculum sub-committee, and by the head teacher.

The plan will be made available on request.

Evaluation of the progress of the plan will be made by the governing body through an annual report by the relevant sub-committees.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Hythe Primary School.

## AUDIT OF CURRENT PROVISION & ACTION REQUIRED

### 1. Curriculum Access/ Physical Access

Statement	Evidence	ActionRequired/When
The layout of areas such as classrooms, hall, library, dining hall, reception, playground & field allows access for all pupils. Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs, and steps.	There are double doors or doors wide enough to accommodate a wheelchair. All classrooms are on one level. There are ramps leading into school's main entrance, side entrance and exit onto KS2 playground.  The installation of an 'All weather walkway' around the field to enable easier access to outdoor areas.  Stairs leading on one side of the playground leading onto	

	<p>the field have now been replaced with a ramp.</p> <p>High visibility tape/paint has been used to mark edges and posts to enable visually impaired pupils to navigate the school more easily.</p> <p>Poles in Quiet Area painted to make more visible.</p> <p>Stage area replaced for fully accessible area.</p>	<p>Re-paint/ tape to be reapplied as needed to ensure clear visibility.</p>
<p>Disabled Toilet facilities have sufficient room to accommodate a changing bed &amp; toileting chair.</p>	<p>Installation of fully equipped disabled toilet.</p> <p>Addition of storage unit to store appropriate equipment/clothes for different children.</p> <p>Access to shower for children who require it after swimming lessons.</p>	
<p>Pathways around school are safe and well signed.</p>	<p>Good signage.</p> <p>Pathways in the forest area are kept clear of brambles and are levelled out for ease of access.</p>	<p>Part of regular H&amp;S team check.</p>
<p>Parking arrangements for all are logical and safe.</p>	<p>Clearly marked disabled parking bay.</p> <p>Park and stride badges available to all parents.</p>	<p>Agreed access to staff car park for parents who require it on a short-term basis.</p> <p>Replaced each term and reminders sent to parents to collect new badges.</p>
<p>Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.</p>	<p>Staff seat hearing impaired pupils appropriately.</p> <p>All classes are fully carpeted in the main work/teaching area.</p> <p>Rooms with lower ceilings are prioritised for pupils with hearing disabilities.</p>	<p>Hearing loop installed Sept 2010</p>

<p>There are no barriers to access for school users.</p>	<p>Review disability register to ensure new staff/parents/carers/pupils have full access to school (including use of staff car park where necessary).</p> <p>Speech and language intervention moved to a ground floor space if needed.</p>	<p>Annually</p>
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AUDIT OF CURRENT PROVISION & ACTION REQUIRED 1. Access to Information

<b>Statement</b>	<b>Evidence</b>	<b>Action Required /When</b>
<p>Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g, positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties, additional time for pupils who need processing support.</p>	<p>External advice given by specialists.</p> <p>Lesson observations.</p> <p>Zoom used on individual tablets to enhance text size and enable sharing of main classroom IWB.</p>	<p>Staff Meetings to discuss <i>when needs arise</i> and <i>on-going</i> CPD</p>
<p>The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.</p>	<p>Minutes of meeting and IEPs</p> <p>Clear signage next to photocopiers to advise the font size needed to suit specific children's needs.</p> <p>Adapted test materials ordered.</p>	<p><i>As appropriate as and when requested.</i></p>

<p>The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g, by reading aloud, using PowerPoint presentations etc</p>	<p>IWB used in every class &amp; technology used for enlarging texts.</p> <p>All staff read aloud &amp; for parents who cannot read, information can be shared verbally.</p> <p>Separate report can be requested to be sent if a parent does not live at same address</p> <p>PowerPoint Presentations used at workshops and parents' meetings.</p> <p>Website updated regularly &amp; fortnightly newsletters sent to all parents.</p> <p>Specialist chairs/frames/equipment to support children within the classroom.</p> <p>Wooden wedges supplied to children to assist with posture and ease of writing.</p> <p>Pupil work stations adapted to enable ease of access to equipment where movement around class is more difficult.</p>	
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Reviewed Annually by Governors

Date Agreed by Governing Body: **Jan 2008**

Last reviewed **March 2026**

Next Review **March 2027**