ACCESSIBILITY POLICY

Harvington C of E First and Nursery School

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Date July 2026
Governors Responsibility: Safeguarding

The Harvington C of E First and Nursery School Accessibility Plan will be reviewed annually in respect of progress and outcomes.

Harvington C of E First and Nursery School is an inclusive school with high expectations for everyone. We aim to treat all pupils fairly and with respect; this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included and is provided with high quality learning opportunities so that each child attains and achieves. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

This document meets the requirements 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.

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.

Schools are required under the Equality Act 2010 to have an accessibility plan. The Harvington C of E First and Nursery School Plan will:

- Increase the extent to which disabled pupils can participate in the curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

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

The Accessibility Plan should be read in conjunction with all other relevant policies including SEND, Behaviour, Safety and Equality.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan will be monitored through the Governor Safeguarding Committee

Admission

When an application for admission to school is made by parents who have a child who is disabled or who has additional needs where adaptations need to be made, a meeting is arranged with the Headteacher to discuss any foreseeable necessary changes and support. Liaison with the appropriate authorities takes place as necessary, with the involvement of the SEND Lead. The staff will endeavour to ensure any child with a disability is given the same opportunity for learning as his or her peers. The school also aims to increase access for disabled pupils by monitoring the curriculum and the physical environment of the school.
All rooms in the school are on the ground floor and ramps are used for access. There is a BMA (bathroom management area) on site. Personal evacuation plans are in place where necessary. All areas are kept clear of clutter to enable free access for wheelchair users and signage is good with areas well lit. Window blinds have been fitted in all classes to reduce the glare for visually impaired pupils and staff.

Accessibility Plan

Harvington First and Nursery School Accessibility Plan – TARGET	**Strategy**	**Timeframe**	**Impact**
SEND and Medical register and information on children with additional needs to	Ensure SEND tier list is kept up to date and shared with staff. Medical lists and care plans are kept up to date and shared with staff. Care plans are created with parents/carers. Pupil Passports in classrooms for key children.	Updated ready for the beginning of each school year and following review meetings	All information is up to date. All staff are aware of information and can ensure provision in place.
Effective communication on transition	Consent forms completed by parents/carers. Meetings arranged with lead first aider for any care plans that need to be in place. Meetings arranged with SENCo for any SEND need where adaptations need to be made. Transition meetings held with previous schools/Nurseries.	Updated ready for the beginning of each school year and following review meetings Transition meetings held in the summer term	Provision in place ready for children starting school. All staff are aware of information and can ensure provision in place.
To monitor and develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified based on intake/transition information Staff discussions-identify training needs Arrange training for class staff groups, during staff meetings etc…	Continuous	Increased access to an appropriate curriculum for all pupils
Appropriate use of specialised equipment to benefit individual pupils and staff	Resources such as wobble cushions, privacy boards, reading rulers… provided within the classroom to support identified needs Inprint used to create support resources children using BSL Ramps around school and for use in other areas such as access to stage.	Continuous Reviewed in ISP meetings	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning

Appropriate use of intervention and their success and impact on progress	Use assessment data/information to identify needs across the curriculum. Intervention provided through provision map planning. Review progress of interventions.	Continuous Reviewed half termly	All children are able to make progress.
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs	Continuous Reviewed half termly	All pupils are supported to achieve their full potential
All out-of-school activities are planned to ensure the participation of all pupils	Review all out-of-school provision to ensure compliance with legislation	Continuous	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
Maintain safe access round the interior and exterior of the school	Ensure all areas are safe and clear to ensure easy access for all	Daily site manager checks and weekly meetings Staff to use health and safety log	There is safe access throughout the school
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class basis	Continuous Planning follow transition meetings	All pupils can be independent and access the classroom environment
Ensure written materials are available in alternative formats	Support provided for parents/carers who need help to complete written forms Office staff to be aware if families who need support/alternative provision BSL symbols provided for children who use BSL within school	Continuous	Everyone can access information from school