



**Educating For 'Life In All Its Fullness'**

## **Harewood C of E Primary School Accessibility Policy and Plan 2026-2029**

**Date Approved: Spring 2026**

**Chair of Governors: J. Jayne**

**Headteacher: A. Ratcliffe**

**Date for Review: January 2029**

# School Ethos and Values

## *Educating For 'life In All Its Fullness'*

(John 10:10)

As a school, we work together to support and guide each other to develop a strong sense of our Emotional, Spiritual and Cultural selves through our Christian values:



By embedding these core values, we prepare our whole school community for a full life as active citizens of our world.

### **Safeguarding**

The Governing Body and staff of Harewood C of E Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

### **Equal Opportunities**

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. Our inclusive curriculum will foster good relations between pupils, tackle all types of prejudice, including racism and homophobia, and promote understanding, tolerance and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

## **School Ethos**

At Harewood, we have an inclusive ethos and work in partnership with children, parents and a wide variety of other agencies to provide the best possible outcomes for all our pupils. Our Christian vision and values are at the core of everything we do. They underpin our learning and teaching and provide an environment which prepares all our pupils as confident happy citizens.

The school offers a warm and welcoming environment and there is mutual respect between all members of the school community.

- Within our school community we treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- We aim to ensure that every child is able to participate in all school activities in an enjoyable and safe environment.
- We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils.

## **Aims**

At Harewood C of E Primary school we are committed to taking steps to avoid placing anyone at a substantial disadvantage and therefore we work closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life.

The school continually looks for ways to improve accessibility within school and makes adjustments as the needs arise.

## **Roles and Responsibilities**

Under the Equality Act 2010, schools should have an Accessibility Policy and Plan.

This document meets the requirements of schedule 10 of the Equalities 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 “substantial” or “long term” adverse effect on his or her ability to undertake normal day to day activities.

Under the special Educational Needs and Disability 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 impairment, 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 the premises.

### **Monitoring Arrangements**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

### **Links with other Policies**

This Accessibility Policy is linked to the following policies and documents:

- Health and Safety policy
- Equalities Policy and Equality Objectives
- Special Educational Needs and Disabilities Information Report
- Supporting Pupils with Medical Conditions Policy
- Intimate Care Policy
- Emergencies Policy

### **Current Good Practice**

We aim to ask about any disability or health condition in early communication with new parents or carers. For parents or carers already in school, we ask parents to keep us informed of any changes to the information they have provided.

### **Accessibility Plan**

Our school has considered three aspects in this Accessibility plan.

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve the physical environment of the school to enable pupils with disabilities to take advantage of all the facilities and education on offer.
- To improve the delivery of information to pupils, staff, parents/carers, and visitors who have disabilities, which is normally provided in writing or orally for those who have no disability.

### **To increase the extent to which pupils with disabilities can participate in the curriculum**

To sustain and develop access to the curriculum for disabled pupils, the school will:

- Continue to make additional provision as part of our Special Needs and Disability Information Report and Equalities Policy and Equality Objectives.
- Continue to liaise with outside agencies to ensure our provision is appropriate.

- Use DfE guidance on Curriculum planning, learning and teaching for pupils with disabilities.
- Provide appropriately differentiated learning activities and teaching styles for pupils with additional needs.
- Identifying needs and disability awareness as a theme in Collective Worship and within the PSHE curriculum.
- Provide appropriate training for staff working with pupils with disabilities.
- Through planning for individual needs, we aim to provide as inclusive an approach as practically possible. Some curriculum areas present particular challenges, however, all reasonable adjustments are made to support as full an involvement as possible, including in P.E. lessons, after school clubs, and school trips, including residential visits.
- Curriculum progress is monitored for all pupils, including those with SEND, and targets are set effectively and appropriately for pupils with additional needs. These are discussed at pupil progress meetings and parents' evenings.

### **Improving the physical environment of the school**

- The key stage 2 classrooms and ICT suite are on the first floor. This makes them inaccessible for wheelchair users. Pupils and staff with mobility difficulties can access ICT equipment on the ground floor in the library area, and as the need arises, classes can be relocated to the ground floor to allow access for pupils.
- The school has a number of "break out" areas that can be used to meet the needs of children with a range of additional needs and are resourced as required.
- There is no on-site parking at the school, however, there is one parking space available alongside the school building for staff and visitors who need this resource.
- There is an accessible toilet facility available. This is fitted with a handrail and a pull emergency cord. There is provision for nappy changing.
- Extra support is available to visitors or parents with particular needs, for example, reserved seating at concerts or school events.
- The school has internal signage and escape route clearly marked in compliance with fire safety regulations. This is under ongoing review. Personalised evacuation plans will be put in place as required.
- Classrooms are arranged to have adequate space for moving around as required. The school will identify furniture that needs to be moved as required.
- People can access the building by several access points, two of these points have steps which make wheelchair access challenging. The installation of ramps in these areas is under review and will be prioritised if required.

### **To improve the delivery of information to pupils, staff, parents/carers, and visitors who have additional needs, which is normally provided in writing or orally for those who are not disabled.**

- The school will continue to liaise with visually impaired and hearing-impaired services to obtain advice and resources and develop good practice.
- The school will continue to liaise with Speech and Language Therapists and Occupational Therapists to obtain advice and develop good practice.

- The school offers a telephone call to explain letters to parents or carers who need this.
- Resources will be adapted as required to meet the needs of pupils, for example, use of coloured paper and overlays for children with dyslexia.
- Assess arrangements are in place for statutory testing.