



Accessibility Plan 2025-2028 Policy

Hyrstmount Junior School

Approved by: Local Governing Board

Ratified:

Last reviewed: 2024

Next review due by: 2028

Reviewed by: Head Teacher

Accessibility Plan 2025 - 2028

Section 1: Vision statement

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. This replaces all previous equality legislation including the Disability Discrimination Act. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a three-year period. The plan will be updated annually and it will be available on the school website.

1. At Hyrstmount Junior School we are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Hyrstmount Junior School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to 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 time frame.

- The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three year plan period in order to inform the development of the new Plan for the following period.
 - We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
4. The monitoring of the access plan and policy will be ongoing by the SLT, Caretakers, Governors, staff and external agencies (where applicable).
 5. The school complaints procedure will be followed if needed. This can be found on the school website.
 6. Training will be given in line with the needs of staff and pupils. This may take the form of whole staff training e.g. dyslexia, specific equipment training e.g. hoist and manual handling, and for specific medical conditions.
 7. Partnerships with external agencies e.g. pyramid schools, pre-schools, LA manual handling advisor, nursing team will be developed in order to develop and implement the plan.

Definition of disability under the Equality Act 2010. You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. The Equality Act 2010 doesn't apply to Northern Ireland.



Accessibility Plan 2025 - 2028

Aim	Actions to be taken	Person/s responsible	Date to complete action by	Success criteria
<p>Increase the extent to which disabled learners can participate in the curriculum</p>	<p>Complete an audit of learners needs, taking into account those learners due to transfer from Purlwell Infant School.</p> <p>Complete a staff audit of knowledge to ascertain what specialist training is required to meet the identified needs of our learners (e.g. dyslexia, dealing with mental health issues, safer handling, medical needs, autism).</p> <p>Plan and carry out staff training as identified in the staff audit (including teaching assistants during TA training time).</p> <p>Monitor training outcomes and implementation of agreements.</p>	<p>Headteacher Inclusion leader</p> <p>Headteacher Inclusion leader</p> <p>All staff trained responsible for implementation</p>	<p>Audits: Spring Term 2025</p> <p>Staff training: ongoing</p>	<p>Teachers are able to more fully meet the requirements of disabled learner's needs with regards to accessing the curriculum, removing barriers to learning and participation</p> <p>Staff training impacts positively on learners' outcomes</p>



	<p>Continue to ensure that physical aids are provided for learners with specific needs to allow them to access the curriculum (e.g. specialist desks and chairs, portable aids for children with motor coordination).</p> <p>Identify how specific technology e.g. talking tins, reading pens, Seeing AI, Speech to Text, Microsoft Lens etc. can be used to help learners access the curriculum. Provide appropriate training to all staff to allow them to use this effectively within their classrooms.</p>	<p>SLT to monitor</p> <p>Inclusion Leader</p> <p>Deputy Headteacher and Computing Lead along with the Inclusion Leader</p>	<p>Ongoing as learners needs are identified.</p> <p>Ongoing as technology is found.</p>	
<p>Improve and maintain access to the physical environment</p>	<p>Identify barriers to physical access to areas in school and review accessibility plan accordingly, considering reasonable adjustments to premises.</p>	<p>Headteacher</p> <p>School Business Manager</p> <p>Caretaker</p>	<p>Ongoing each summer term in preparation for new learners joining and throughout the year as needed.</p>	<p>Learning environments and other areas in school are accessible to all through physical modifications</p>



	<p>When areas of the school are identified for re-decorations, low-pile, high density carpets to be fitted.</p> <p>Trust to assess the viability and cost of installing stair lifts/wheelchair ramps to stairs in the link corridor and lower school building</p> <p>Refurbishment of school toilets to include provision for disabled toilet cubicles and wash facilities (e.g. low level sinks and bar taps) as well as non-slip high grip flooring fitted.</p> <p>Non-slip high grip flooring to be fitted in cloakrooms and classroom sink areas when refurbishment takes place</p> <p>Edges of external/playground steps repainted in bright coloured paint for visually impaired adults and children</p>	<p>Headteacher/ Caretaker</p> <p>Trust/ Headteacher/ Caretaker</p> <p>Headteacher/ Caretaker</p> <p>Headteacher/ Caretaker</p>	<p>Ongoing as refurbishment takes place.</p> <p>September 2025</p> <p>Ongoing as refurbishment takes place.</p> <p>Ongoing as refurbishment takes place.</p> <p>Ongoing as needed</p>	<p>The school environment is able to meet the needs of all learners and visitors to the school</p>
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	<p>Disabled parking bays allocated close to the school reception</p> <p>Review wheelchair access to the woodland area to see if the current access is adequate.</p>	<p>Caretaker</p> <p>Headteacher/ Caretaker</p> <p>Headteacher/Caretaker</p>	<p>February 2025</p> <p>For September 2025</p>	
<p>Improve the availability of accessible information to disabled learners</p>	<p>Improve signage around school so that it is clear and support children moving around school (e.g. pictorial information informing of room use)</p> <p>Seek advice and support from specialist support services in order to ensure written information is made available in appropriate formats</p>	<p>Headteacher/ Inclusion Leader</p> <p>School Business Manager</p> <p>All staff</p>	<p>Spring Term 2025</p> <p>Ongoing</p>	<p>Signage inside the school is clear and supports learners moving around the building</p> <p>All curriculum materials and information are accessible</p>



	Provide information in simple language, symbols large print, braille, audio recordings where appropriate		Ongoing	All staff identify and address barriers in curriculum materials, resources and planning
Ensure that the school community is aware of disability and equality issues and the school's duties.	<p>Regular slots in termly newsletter promoting disability equality and inclusion</p> <p>½ termly coffee mornings for parents with diagnosed and suspected SEND needs.</p> <p>Regularly information sent to parents about how they can support their own and their children's mental health and wellbeing</p> <p>Displays in communal areas raising awareness amongst pupils of people with disabilities e.g. Paralympics</p>	<p>SLT to coordinate – all staff to implement</p> <p>Inclusion Leader</p> <p>SLT</p> <p>Deputy Headteacher and Inclusion Leader to coordinate and all staff to contribute</p>	<p>Half termly to termly as newsletters go out.</p> <p>½ termly</p> <p>Termly at a minimum</p> <p>Ongoing termly</p>	Disability and equality issues are regularly publicised to the whole school community. Improved awareness and support for learners and adults across school.



	<p>Yearly theme week raising the profile of successful people with disabilities especially those that are reflected in the school community.</p> <p>½ termly assemblies to educate pupils re people with disabilities (the challenges they face and their achievements)</p> <p>Social, Emotional and Mental Health awareness raised across school through Mr Happy Mind PSHE programme and Children’s Mental Health Week which takes place in February each year.</p> <p>Continue to support the training of the Mental Health First Aider and remind all staff of their availability.</p>	<p>As above</p> <p>Headteacher to plan events on assembly outlines</p> <p>SLT who carry out assemblies</p> <p>Deputy Headteacher and PSHE Leader</p> <p>Inclusion Leader and Mental Health First Aider</p>	<p>Yearly</p> <p>At least once per half term</p> <p>Ongoing (My Happy Minds is taught for half a year in weekly PSHE lessons)</p> <p>Ongoing</p>	
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	<p>Regular meetings of the school wellbeing team. Regularly update Staff Health and Wellbeing Noticeboard with useful information.</p> <p>Regular reminders to staff about the Employee Healthcare Scheme and services that can be accessed including physiotherapy and counselling.</p>	<p>School wellbeing team</p> <p>Headteacher</p>	<p>½ termly</p> <p>Termly</p>	
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