



Accessibility Plan 2025

Purpose of the Plan

The purpose of this plan is to show how Howden Junior School and Howden CE Infant School ensures that all within our school community have access to our school, regardless of disability.

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.

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”.

This plan sets out how the school intends to:-

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils and their families

Definition of Disability

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

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

Contextual Information

Howden CE Infant school is a single storey building that consists of open plan teaching areas, a library and a hall. The children benefit from two playgrounds and a field to the rear of the building. The site is relatively flat but ramps and handrails have been fitted to entrances/exits to improve accessibility to and from the building. There is a dedicated accessible car parking space within the car park and an accessible toilet within school should this be required.

The school currently operates six classes, each with its own dedicated class teacher. In addition to this, support staff are employed to support individual pupils and groups within the school. These staff are allocated following an analysis of need. The school has a secure first aid box and dedicated fridge for the storage of medication. Information regarding medical arrangements and procedure can be found in our Management of Medication Policy and information is shared with parents regularly on our newsletter.

Howden Junior School is a single-story building. However, the main staffroom and ELSA room are situated on a 2nd storey. An additional staffroom and meeting spaces are located on the ground floor to enable access for all. There is a large playground and field to the rear of the school. There is a dedicated accessible car parking space within the car park and an 2 accessible toilets (1 with a hoist and changing facilities) within school should this be required. The school consists of eight classrooms with its own dedicated class teacher in each. In addition to this, support staff are employed to support individual pupils and groups within the school. These staff are allocated following analysis of need. The school has a secure first aid box and dedicated fridge for the storage of medication. Information regarding medical arrangements and procedure can be found in our Management of Medication Policy and information is shared with parents regularly on our newsletter.

Accessibility Plan 2023-25					
Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum					
Outcome	Action	Timescale	Responsible person	Resource implication/cost	Progress/evaluation
Appropriate adjustments made to the curriculum	Ensure adjustments and modifications are made to pupils work and support provided based upon need.	Ongoing	All staff	Time	

Ensure all teaching resources are provided in an appropriate format	All class teachers are to ensure that teaching resources are adapted as necessary to make them accessible for all pupils during the school day.	Ongoing	Class teachers and support staff	Cost to adapt resources	
Ensure all assessment resources are provided in an appropriate format	Ensure that all access arrangements are in place prior to assessments for eligible pupils	Ongoing. Reviewed prior to statutory deadlines for SATS	Headteacher	Time	

Ensure appropriate apparatus and specialist equipment is provided to support all children's needs	Ensure adults have liaised with the appropriate external agencies regarding appropriate apparatus and equipment.	Ongoing based on need	Class teachers SENDCO	Time Cost of apparatus/ specialist equipment if not provided by external agencies	
Ensure performance of pupils closely tracked to identify new and emerging needs	Ongoing monitoring and assessment.	Ongoing assessment by school staff and external agencies. Reviewed during PPMs.	TAs Class teacher SENDCO	Time	
Ensure appropriate adult support for all activities, including offsite activities.	Planning in place to ensure appropriate adult support for activities in school and off site.	Ongoing	Class teacher Headteacher	Time, potential staffing costs	
Provide emotional support to ensure all pupils are able to regulate their emotions and can access learning.	ELSA sessions in place to support children with emotional needs. MIND support in place from September 2023 SEMH TA complete interventions such as Lego, ELEVATE and Positive Art.	Ongoing	ELSA SENDCO	Time Funding for ELSA and MIND – The Education Alliance Trust Cost of SEMH TA employed 2 afternoons.	

Deployment of technology is used effectively to support learning.	Ensure the monitoring of assistive technology across school. Keep up to date with new products to support the needs of our pupils.	Ongoing	SEND Computing lead	Cost of IT equipment and time for support from Active if appropriate.	
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Aim 2 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided					
Outcome	Action	Timescale	Responsible person	Resource implication/cost	Progress/evaluation
Ensure all access routes to the school are appropriate for children using them	Ensure ongoing risk assessments in place and modifications are made to access routes if necessary.	Ongoing	Headteacher Director of Estates - LP	Ongoing maintenance	
Ensure appropriate access to and accommodation of support resources	Carry out risk assessments to ensure resources are appropriate and fit for purpose.	Ongoing	Headteacher Specialist professionals	Cost of equipment, maintenance and support,	
Ensure the organisation of the school environment supports pupils with identified needs	Ongoing assessment of needs and the resources needed. Liaison of school team and external agencies.	Ongoing	SENDCO Class teachers	Cost of resources or adaptations in the environment.	
To ensure that all pupils are able to evacuate the building in the event of an emergency	Ensure emergency exits are signposted and exits are clear. Individual evacuation plan in place for any children with identified disability.	Weekly fire alarm checks. Termly fire drill/evacuation	Headteacher School Admin	Time	

Aim 3 - Improve the availability of accessible information to disabled pupils and their families					
Outcome	Action	Timescale	Responsible person	Resource implication/cost	Progress/evaluation
Consider all users in relation to information that is provided	Ensure clear communication between all involved with adaptations made as necessary.	Ongoing	SENDSCO	Time Cost of necessary adaptations	