Muswell Hill Primary School

Accessibility

Plan

2023-2026

Agreed: October 2023
Review: July 2026 in line with 3-year review cycle for this plan. (Mid-point reviews Oct 24, Oct 25)

Muswell Hill Primary School is a Rights Respecting School, based upon the UNICEF Convention of the Rights of the Child. We believe that all children should grow up aware of these rights and respect these rights for themselves and for others. Being a Rights Respecting School underpins policies throughout the school. **The school received the Gold award in December 2023.**

Muswell Hill Primary School was awarded the afPE Quality Mark with distinction in July 2025.

Vision & values
At Muswell Hill Primary we have worked hard to create a successful, high achieving, happy, inclusive community. One we are proud of and one which enables us to work in partnership with others, celebrate our successes and empower our children to be the best versions of themselves. Our community is where friendships thrive and where children are encouraged to discover a world of possibilities in a challenging yet supportive setting. Here at Muswell Hill Primary School, we embrace the joy of learning every day, through our strong, rich, broad curriculum.

5 Golden Values

Respect (for themselves and each other)

Integrity (acting with at all times)

Sense of **Resilience**

Curiosity (discovering the world around them)

Creativity (exploring their learning journey)

The following articles underpin our vision & values:

Article 28: The Right to an Education
Article 12: Respect for children's views
Article 29: Goals of Education
Article 13 and 14: Freedom of Expression/Thought
Article 42: Knowledge of Rights
Article 27: Standard of living for Physical, Emotional and Mental Health needs

Commitment to our pupils

At Muswell Hill Primary School, the staff and governors are working every day so that by the time you leave us:

1.You will love learning new things, feel ready for the future and want to keep on learning.

2.You will understand how you learn best, learn from your mistakes and how to persevere.

3.You will know what it feels like to be motivated to be good at something, and to have achieved your very best.

4.You will understand just how incredible you are! You will believe in yourself and have the confidence to follow your dreams.

5.You will have grown as healthy and strong as you can, and you will know how to look after your body and your mind.

6.You will know friendship and will have learned how to get along with other people.

7.You and your family will be supported and cared for if you struggle or meet obstacles during your time with us.

8.You will feel part of your community, proud of your school, and inspired to make a difference.

9.You will leave Muswell Hill with lots of good memories and be the best version of yourself.

Aims/Mission: ***Everyone belongs here, everyone has a voice, and everyone is heard***

Definition of Disability

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

- they have 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.

Key Aims of the Plan

In performing their duties, governors have regard to the Equality Act 2010 (The Equality Act). This Accessibility Plan is drawn up in compliance with the requirements as specified in Schedule 10, relating to Disability, of The Equality Act. It sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in order to increase and eventually ensure pupils with a disability have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. Under the Equality Act, schools should have an Accessibility Plan.

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".

Our Accessibility Plan sets out the proposals of the governing body for increasing and ensuring access to education for disabled pupils in <u>three areas</u>:

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

  This 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.

- **To improve the school's physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.**

  This includes improvements to the physical environment of the school and physical aids to access education.

- **To improve the availability of accessible information for disabled pupils.**

  This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils, e.g. handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents/carers preferred formats and be made available within a reasonable time frame.

Compliance with The Equality Act is consistent with our school's aims and should be read in conjunction with the following polices, strategies and documents, including all relevant addendums:

- School Development & Improvement Plan
- Positive Behaviour Policy
- Teaching and Learning Policy
- Health and Safety Policy
- SEND Policy

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

Our setting

- recognises and values the young person's knowledge/parents/carers' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents/carers' and child's right to confidentiality
- provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

The priorities of the Accessibility Plan for our school are identified by:

The Headteacher, Inclusion Manager, Office Manager, Finance Manager, Site Manager and Resources Committee.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the three priorities identified above.

The plan is then reviewed by the Governing Body.

We are working within a national framework for educational inclusion provided by:

- SEN & Disability Act 2001
- The SEND Code of Practice 2015
- Equality Act 2010
- Reasonable adjustments for disabled pupils (2012)
- Supporting pupils at school with medical conditions (2014):

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Teaching and Learning Policy
- Health & Safety Policy
- Special Educational Needs Policy

Contextual information

Muswell Hill is a mixed, two-form entry school located in the London Borough of Haringey.

Information	
Percentage of Free School Meals	9.5%
Exact percentage of Pupil Premium	9.52%
Total no. of staff	64 = 49 employed by Haringey and 15 agency/contract
No. of children attending alternative provision (PRU etc.)	0
No. of children on roll	421(1 dual roll with special school)
Foreign language taught	Mandarin
Main languages spoken (in addition to English) (28.5% EAL) 120 children	32 different languages are spoken. Largest EAL group is Turkish–18 children, Spanish-15 children, French-11 children, Russian-7, Italian/Arabic/Albanian -6.
Latest Attendance – Academic Year 2024/25	95.5%

Current context (Oct 25):

The school has children with a range of disabilities which include moderate, specific and complex needs. There are currently 14 children who have an Education, Health & Care Plan (EHCP).

Increasing access for disabled pupils to the school curriculum:

The school provides all pupils with a broad and balanced curriculum, scaffolded and adjusted to meet the needs of individual pupils and their preferred learning styles. Our curriculum delivers the key principles outlined in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum. These are:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

Improving teaching and learning lies at the heart of the school's work. Through peer and self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

Further examples of increasing access for disabled pupils to the school curriculum include the following, although the list is not exhaustive:

- Breakfast/After school club
- Trips, visits, workshops-physical and behavioural needs
- Risk assessments
    - Classroom support arrangements-deployment of Teaching Partners, provision of ICT-IWB, access to laptops, Chromebooks, iPads and electronic spellcheckers, SEN children have access to own laptop/camera/tablet if appropriate
- Enhancing learning opportunities
    - Curriculum choice includes a range of learning opportunities in and out of the classroom
- Curriculum provides opportunities to discuss equalities, diversity and the inclusion of the school community
- Awareness of needs and areas of development which feed into daily planning
- First day absence response
- Attendance systems
- Access to teachers and Assistant Headteachers in smaller groups or 1:1
- SEND policy-staff training - see SEND policy
- Pupil progress meetings-consultation with professionals, parents/carers, children
    - All staff liaise with CPD lead re: training needs. Identified through discussions, surveys, pupil progress meetings, SLT meetings and Phase meetings
- Medical needs - school nurse supports with training- care plans

- The Rights Respecting School council provides a forum so children can voice support mechanisms
- Planned focused assemblies

To increase the extent to which pupils with disabilities can participate in the curriculum.					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Success criteria**	**Time Frame for completion**	**Cost**
To support all staff to become staff of pupils with SENDs. To increase knowledge and teaching for pupils with autism, early child-hood trauma and provide dyslexia friendly classrooms.	Continue to hold SEND-focussed Pupil Progress Meetings as part of SRSE cycle Regular coaching with SENDCo Meet the requirements of the new LA Core Offer and work within the boundaries of the 'safety valve' Identify further CPD needs e.g., via HEP and Haringey SEN Team. These include: the LAST team and EP. Training for autism friendly classrooms, dyslexia friendly classrooms, de-escalation techniques, and team teaching, supporting children with ADHD Classroom Inclusion resource packs	Class teacher Teaching Partners AHTs Headteacher Haringey LA CAHMS Health Services	Children with SEND will make expected or more progress in line with their individual starting points (My Plan and EHCP targets) and against national progress dat.	Ongoing and build into budgets annually	Annual cost of HEP CPD membership Training costs for dyslexia friendly classrooms, TEAM TEACH (need 1-2 TAD days) Classroom resources £2000
Continue to deliver interventions and calm spaces for regulation breaks. Continue to support pupils to become effective self-regulators. Continue to provide a small learning area for children who need it in the classroom.	Continue to promote UNICEF Convention on the Rights of the Child via our work as a Rights Respecting School Continue to use an Emotion Coaching Approach to co- and self-regulation Zones of Regulation – universal offering as well as intervention	AHT SLT All staff	Pupils with SEND are able to independently access spaces and resources in order to self-regulate. Pupils with SEND will make expected progress with the correct support.	Immediately Ongoing	Cost of individual sensory toolkits £70-£100 a full toolkit Sensory trails on corridors and outdoor areas £885 Conversion of purple room to a sensory space

	Continue to ensure all classrooms have a Regulation Station. Continue with sensory and brain breaks. Identify resources needed for each class to have a sensory toolkit.				£3,000
Refresh specialist knowledge of supporting pupils with complex needs in an inclusive environment. This includes children with Downs Syndrome, autism, dyslexia and trauma.	Ongoing coaching with SENDCo Identify opportunities for CPD in a across all areas of need identified in the SEND Code of Practice.	AHT SLT	Staff will be able to continue to choose from a wide range of teaching strategies and access approaches to support children with complex needs. Pupils will spend even more time in class being engaged in effective learning.	Ongoing	Within HEP CPD package, SEN coaching time termly
Improve the access to ICT equipment for pupils with SENDs	Pupils given access to Chrome books/laptops during lessons which are not discrete Computing lessons. Use of iPads, reading pens and headphones for all children who require this. CPD on available accessibility tools on chrome books/laptops	AHT SLT	Pupils have alternative methods of recording	Ongoing	Cost up resources for iPads, reading pens, chrome books for key pupils in KS2 classrooms £79 a reading pen. £319 an iPad.
To continue to develop a universally inclusive environment and communication-friendly school environment	Learning Walks to be carried out by SLT. Team teaching. Coaching. All staff aware of the Learning Environment Policy Identify resources needed for each class to have a sensory toolkit.	SLT	All staff aware of the Environment Policy All teachers and TPs trained in the use of Widgit, VTT, social stories	Ongoing	Possible CPD identified In school coaching and CPD time

To improve the school's physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Success criteria**	**Time frame for completion**	**cost**
Establish an inclusion space in which to deliver same-day intervention and a calm space for regulation breaks NB: Purple room and mirror rooms being used, develop a sensory room.	Use of Purple Room to be opened to more pupils with SENDs. Develop the Purple Room into a sensory room. Identify any specific resources needed to create a sensory space.	AHT Headteacher	More pupils using area to break out/regulate Interventions can be delivered effectively	Spring/Summer 2024. The purple room and mirror room are being used for interventions and quiet lunchtimes.	Associated cost of any resources to be identified and subject to approval. Quotes and fundraising. £3,000 approx
Ensure all pupils with disabilities or with particular SEND, are able to safely exit the building	Continue to review Personal Evacuation Plans (PEEPs) for individual pupils and ensure they are shared with staff. Key staff to know their responsibilities for supporting individual children when evacuating the building Ensure fire escape routes remain clear Corridors to kept clear of obstructions	Site Manager Fire Wardens AHT SLT/HT	Pupils with SEND are able to be evacuated safely during a drill or in an actual event.	Refresh each term	AHT time to support and train teaching teams Funding for Fire Wardens £800
Ensure pupils with particular SENDS can comfortably access all areas of the school building	Turn off hand dryers in toilets for those children who are sensitive to noise. Invest in standing desks. Invest in hearing loops/voice amplification across all classrooms. Vocal coach training for all staff	Site Manager AHT SLT	Pupils with particular SENDs are able to use toilets and other areas of the building	Immediately 2024-25 2024-25	Standing desks Correct chairs and desks for different heights. PA systems/Voice Amplifiers – currently trialling equipment at £40 per piece £249 standing desk

	All chairs and tables in every classroom fit all heights including access indoors and out for wheelchairs. Carry out a seating review with an OT for all children.			2025-26 2024-25	£79.20 for a wobble chair

To improve the availability of accessible information for disabled pupils					
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible?**	**Success criteria**	**Time frame for completion**	**Cost**
To continue to develop a universally inclusive environment and communication-friendly school environment.	Continue to promote and implement the consistent use of visual supports to communicate routines, schedules, spaces etc around the school. Continue to promote use of Makaton across the school – signing and within the school environment. Use reading pens and voice amplification in school.	AHT SLT	Pupils with SEND will have more opportunities to communicate effectively with staff and peers Pupils with SEND are able to navigate and participate in the school environment fully and effectively	Ongoing	Annual subscription to Widgit online Reading pens Voice amplification teacher and child £115 widgit cost a year. £79 reading pen.
Promote and enhance the visibility of the school's diverse community.	Rights Respecting Schools – Gold Award Continue to develop children's leadership roles, e.g. school council, Inclusion Ambassadors Curriculum and resource links Assembly foci – celebration, information and pupil voice	Inclusion Manager AHT	Value given to the inclusivity of all pupils reflected in resources chosen, including text types, display material, celebration assemblies	Ongoing	As per resources identified