

Hesleden Primary School - Accessibility Plan [Autumn 2021]

Our Planning Duty

Schools need to carry out accessibility planning for pupils with a disability. These duties previously existed under the Disability Discrimination Act (DDA) and have been replicated in the **Equality Act 2010**:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This **Accessibility Plan** forms part of the school’s Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three ‘key areas’:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils (and their families) which is provided in writing for pupils who are not disabled.

It is a requirement that the school’s **Accessibility Plan** is resourced, implemented, reviewed and revised as necessary.

The plan is to be reviewed and updated at least every three years.

School’s Aims

At Hesleden Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that **we aim**:

- to provide a safe, secure, stimulating and supportive environment where each child is valued
- to promote children’s self-confidence as learners and to help each mature socially and emotionally
- to secure an inclusive learning environment and to support individual pupils with special educational needs and / or disabilities

In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs and Disability
- Equality Policy
- Special Educational Needs & Disabilities (SEND) Information Report
- Child Protection & Safeguarding Policy and arrangements
- Health & Safety Policy
- Staff related policies

This plan itself will also be used to advise and inform other school planning documents and policies.

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Current Good Practice

- Revised curriculum in place. Improved consistency across the school.
- Reading systems reviewed and practices refined across the school.

Review and Implementation

The **Accessibility Plan** is reviewed annually by the Governing Body.

The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

Action Plan

Current Range of Disabilities

- Limited range of disabilities which include Autistic Spectrum Disorder, cystic fibrosis and Ectodermal dysplasia. To support these the school uses LA and Health professionals for assessments, support and guidance for the school and parents.
- Children who have asthma; all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.
- A number of children have allergies or food intolerances/allergies.
- All medical information is collated and available to staff.
- Wide range of children with SEN; this includes: Speech and Language difficulties, social, emotional and mental health difficulties, general, moderate and specific learning difficulties.

1. Increasing the extent to which disabled pupils can participate in the school curriculum

Good practice in this area				
<ul style="list-style-type: none"> • Well-trained staff with a wealth of experience; additional training whenever identified • Differentiated tasks, resources, groupings and adult support where appropriate across the curriculum, and specifically in phonics in the EY • Makaton used to support communication, where appropriate, particularly in the EY • Equal access for all children, regardless of need; includes curriculum, extra-curricular activities and educational visits • Improving range of ICT & technology used to support learning • Minimum expectations for progress and attainment; regular reviews to ensure appropriate provision is in place 				
Identified Targets	Strategies	Timescale	Who	Success Criteria
Ensure children are supported and prepared for end of KS tests	QFT; curriculum coverage; practice papers	Ongoing; additional time in Y2 & Y6	Teachers	Aspirational targets met for all children
To review the support plans of SEND children to check attainment and progress	Monitor individual data with teachers; new targets	Termly	HT (SENCO) Teachers	Targets met; new targets set
Interventions to support children with identified learning difficulties access the appropriate curriculum, or make progress and higher rate	Teachers identify individual needs, matched to support programs available with support staff	Half-termly after assessment	All staff	Feedback demonstrates progress made
Monitor the attainment of MAT children	Challenge/mastery included in planning Book scrutiny	With data / termly	Teachers/SLT	MAT progress is maintained
To take account of variety of learning styles when teaching	Activities planned to engage and include all learners	Ongoing	Teachers	Range of activities observed; children engaged

2. Improving access to the physical environment of the school

Good practice in this area				
SEND pupils participate in extra-curricular activities where they wish. Currently, no aspects of extra-curricular activities present particular challenges. There are no parts of the school to which disabled pupils have limited or no access, although there are no specific identified needs at this time. Areas of the school have been redeveloped to ensure all areas are currently accessible.				
Identified Targets	Strategies	Timescale	Who	Success Criteria
To ensure that the medical needs of all pupils are met fully within the capability of the school	Individual needs identified; staff appropriately trained; intimate care plans where appropriate	Ongoing; as required	Any appropriate staff member	All children's needs are met
Ensuring disabled parents have every opportunity to be involved	Identify any needs; ensure signage offers support; make support available	As identified	Relevant staff	Needs are met; parents are involved
Continue to develop playgrounds and facilities.	Children to identify aspects of play to be improved; Staff to identify environmental improvements for T&L	Autumn 2019 onwards	Pupil Voice groups (LJ/LS) All staff	Grounds and play facilities are improved

3. Improving the delivery of information

Good practice in this area				
<ul style="list-style-type: none"> All communications home are written in easy-to-read format using simple language (e.g. newsletters follow the same format every ½ term) Some policies are made available in leaflet/summary form ICT used to produce communications home; font in school is agreed by staff 				
Identified Targets	Strategies	Timescale	Who	Success Criteria
To review children's records ensuring school's awareness of any disabilities	Records/data collection updated annually; parental discussions termly	Termly; summer term	All staff	All children's needs identified and met
To enable improved access to written information for pupils and parents.	Consistent newsletters; easy-to-read letters; simple information on Twitter; simple website format	Ongoing	Appropriate staff	All stakeholders able to access school information
In-school record system to be reviewed and improved where necessary.	Improved use of SIMs to share information; regular updates to staff where appropriate	Ongoing	Office manager; shared when appropriate	Data collated and used as needed