

Accessibility Policy and Accessibility Plan

Hannah More Primary School aims to treat all pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other relevant personnel we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The Purpose of the Plan

The purpose of this plan is to show how Hannah More Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

This plan also identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014. This will be reviewed every three years by the Governing Body.

Definitions of SEND:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.... namely provision different from or additional to that normally available to pupils of the same age.' (SEND Code of Practice 2014)

A child of compulsory school age or a young person has learning or a disability if he or she:

1. Has a significantly greater difficulty in learning than the majority of others of the same age or
2. Has a disability which prevents or hinders him or her making use of the facilities of a kind generally provided for others of the same age in mainstream schools or colleges?

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. 'Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)

All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they must publish accessibility plans'...'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND Code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND Code of Practice 2014)

The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC Plan will be considered at least termly. The discussions will involve staff, parents, children and outside agencies, as necessary.

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

- Behaviour Policy
- Equality and Diversity Policy
- Health & Safety Policy
- SEND Policy

The School's Current Position

Curriculum:

- An ethos of tolerance and understanding is actively promoted so that all children are accepted as part of our community.
- Staff have access to on-going high quality CPD to ensure that all children receive Quality First Teaching.

- Information is sought about individual children prior to starting with us so that we can plan fully for them. This includes liaison with the Local Authority (LA) SEN team as well as liaison with the child's previous school (if applicable) and their parents.
- We liaise closely with external service and agencies regarding individual pupils (Educational Psychology, Learning Support, Occupational Therapy, Speech and Language Therapy, Behaviour Support, Visual Impairment Team, Hearing Impairment Team, Physical Disability Team).
- Specialist staff are used to support learning and inclusion.
- Learning Support Assistants (LSA) are deployed to cover individual learning and pastoral needs.
- Where appropriate pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Specialist resources are centralised to support individual pupil needs and teachers use visual aids within the context of the classroom to make learning more accessible.
- Planning is personalised for pupils with specific needs.
- Parents and pupils of children with SEN/disability are included in the target setting process.
- There are appropriate measures in place progress achievement of individual pupils, and to facilitate the setting of individualised targets with an element of challenge.
- A range of accessible extracurricular educational and cultural visits take place.
- The school outdoor learning environment has been enhanced to support learning (pond, quiet area, and bee hives).

Physical Access

- The outside play areas are flat and almost completely accessible to wheelchair users. Grass areas are also mostly flat.
- There is wheelchair access to most of the ground and upper floors of the school.
- Access issues take a priority when improvements are being made to the school learning environment.
- Disability accessible toilet facilities available in the Year 6 wing.
- Confidential meetings with SENCO, staff, support agency staff and parents are take place in a dedicated space.
- We have space for small group work and individualised work for targeted learners.
- We value the work of all children and it is displayed and published on display boards, social media and on our website.
- The outdoor learning environment is used to promote and enhance the children's learning opportunities as well as their wellbeing and health.
- Access issues take priority in adaptations and improvements of the learning environment.
- Year group classes can be re-positioned to take into account any physical need.

Information Access:

- Visual timetables and information supported by signs/symbols for targeted pupils
- Home-school books for all children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils.
- Option of Parent mail or paper copies of school correspondence to parents.
- All school documentation is available in large print if requested by parents.
- We have limited staff that speak a range of community languages.

Improve access to curriculum				
Priority	Action required	Responsible persons	Timescale	Outcome / Impact
<i>To regularly monitor the progress of children with SEN/Disability.</i>	All children to be entered onto the school tracking system and outcomes of IEP reviews to be entered	SEND lead	On-going	Attainment tracked /appropriately challenging learning targets set and wider contextual information identified
<i>To improve accessibility of contextual information relating to vulnerable pupils including those with SEND - technology</i>	Research available options Purchase Populate prog Train staff	DH and HT	on-going	Range of relevant contextual information is centralised Is accessible to all relevant staff Reduces workload- report writing
<i>Enhance learning of pupils with SEND</i>	SENCO to research and identify proven strategies to support SEND pupils. Implement, monitor and evaluate	SEND lead/DH	on-going	Interventions are more effective and have greater impact. Outcomes for SEND pupil improve. Resources used more effectively

<i>Technology used where appropriate to support pupils with disabilities</i>	Identify and purchase key items /hardware and software to support pupil specific needs Ensure staff fully trained to use ICT Equipment such as iPads.	SEND lead/DH	On-going and as and when	Digital technology will enhance learning and motivation Pupils are more independent Gains in learning made
<i>Disabled pupils have access to all school visits including residential visits.</i>	Review/evaluate current provision Training for staff – assessing risk for disabled pupils	Year group Team leaders SN lead		All trips are appropriate, inclusive and accessible Risk assessed accurately
<i>LSAs and teachers are fully trained to teach and support disabled pupils.</i>	Training needs identified. SENCO inducts new staff Training schedule identified and delivered Monitored and evaluated	SENCO	On-going	Teachers and LSA who currently work with children with identified disabilities will be better equipped to support them. Provision improves
<i>Classroom environment to be more accessible to disabled pupils</i>	Research and identify key components of an inclusive classroom Inform staff Purchase additional resources needed	SEND Lead	on-going	Classrooms are more accessible and are of a consistent quality across the school
<i>Provide suitable equipment for children and prospective pupils</i>	SEN Lead to identify equipment DH to advise of suitability	DHT and SEND Lead	On-going/ as and when	Pupils with specific disability have access to resources that will support their learning and inclusion in school.

<i>who have individual needs – within financial parameters</i>	Monitor and evaluate impact			Use of technology has a measureable and discernible impact
<i>To provide more information on disabilities throughout the school.</i>	Purchase pupil friendly resources – fiction books Non-fiction information from support team at LA/any other relevant outside agencies. Whole school assembly to raise pupil awareness and understanding. Inset session for Staff	PR – books SEND lead SLT SEND lead	On-going On-going On-going On-going	Positive role models of disabled people promoted Resources promoting positive images are increased Awareness for pupils, parents and staff is raised
<i>Community noticeboard and website signposts information for parents</i>	Noticeboard kept updated	Admin and SEND lead	On-going	Key organisations signposted for parents Information more accessible Disability related events updated
Environment				
<i>Accessible car park</i>	Bays are to be maintained and available to eligible users. Minimal car access to site by parents / careers as gates are automatically controlled.	Premises Manager	On-going	Sufficient parking

<i>Accessible toilets</i>	To access to toilets are available on ground floor and first floor level.	Premises Manager	On-going	Disabled staff, children and visitors have access to toilet and washroom facilities.
<i>Ensure access to reception for all</i>	Maintain clear and unobstructed access to reception lobby for all. Secure building entry system ensures entry for wheelchair users.	Premises Manager	On-going	Disabled parents, carers and visitors feel more welcome
<i>Improvement to signage and external areas for visually impaired staff, pupils and visitors.</i>	Signage improvements updated as required.	Premises Manager	On-going	Visually impaired people feel safe around the school.
<i>Ensure all disabled pupils can be maintained safely within identified refuge zones within the building and evacuated safely if necessary.</i>	Put in place PEEP (Personal Emergency Evacuation Plan) for staff and pupils with difficulties.	Premises Manager	On-going as required	All disabled staff and pupils working alongside are safe in the event of a fire.
<i>Ensure adequate lighting for all pupils who have visual impairment or are affected by sensory overload.</i>	The school and individual spaces are adequately lit at night and during the day of required. Ensure industry standards of 100 lux for general toilet areas and 200 lux for wheelchair-	BCC (LA) / Premises Manager	On-going improvement – change to LED lighting.	Visually impaired people feel safe around the school

	accessible toilets are met.			
<i>Ensure heating is maintained to an adequate level throughout the building.</i>	All heating maintained and regulated as required in accordance with Industry Standards.	BCC (LA)	As required	Working conditions at an acceptable level.
<i>Ensure that all areas of the school buildings are accessible for all pupils and adults and to continue to improve the access of the physical environment for all</i>	All buildings accessible as required.	Premises Manager	As required	Ensuring accessibility for all. Lift and platform lift installed.
<i>To ensure any future build projects are physically accessible to all</i>	To ensure audit of accessibility for all is adhered to.	BCC (LA) / Project Manager / Premises Manager	As required	Review as new projects are planned.

Additional Notes

This Accessibility Plan will be published on the school website and will be monitored through Governing Body committees and reported to the Full Governing Body. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.