

# Hurst Hill Primary School



## Accessibility Plan

### September 23 - September 24

### **Appendix to the Hurst Hill Equality Plan**

**Updated September 2019 - To be reviewed September 2022** The Purpose of this Plan

This plan shows how Hurst Hill Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

#### **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day today activities.

#### **Contextual Information**

The school is mostly on one level, with appropriate access available to the lower playground for pupils and adults with disabilities. Within school corridors leading to the hall and key stage 2 are split into 2 with steps one side and ramps the other. There is wheelchair access to all rooms. There is no wheelchair access externally to the middle playground but access can be gained to the middle playground via the fire doors opposite the hall. The middle playground is not used a fire evacuation point.

At present we have no pupils who are completely wheelchair dependent.

### **Current Range of known disabilities**

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions.

### **Areas of planning responsibility**

Care plans for those children with medical needs are written by the school nurse and lead first-aider in school. This is after a meeting with the parents to discuss the needs of the child and how adjustments need to be made in school. The SENCO liaises with both the nurse and parent to ensure initial plans are up to date. It is the parents' responsibility to inform school and the nurse if there are any changes to the initial plan. It is also the parents' responsibility to ensure that medication is given to the child as prescribed or if medication needs to be given during school hours then school is provided with the medication and the relevant consent form is completed. All staff who are in proximity with the child in question will follow the plan accordingly.

### **Increasing access for disabled pupils to the school 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)**

1. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
2. Alternative exits are available to ensure wheel chairs can access all areas of the school.
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

## 1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through selfreview, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mostly mixed ability (with option for setting where appropriate), inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules whereby deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
<p>Increase confidence of all staff in differentiating the curriculum</p> <p>Ensure lessons provide opportunities for all pupils to achieve</p> <p>Ensure all pupils take part in physical activities</p>	<p>Be aware of staff training needs on curriculum access. Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation</p> <p>Online learning modules if required</p>	<p>September 2019 onwards</p> <p>SENCO to identify any appropriate training</p> <p>Class teachers</p> <p>To ensure PE is accessible for all.</p> <p>Year group swimming is funded</p>	<p>SENCO</p> <p>Learning Mentor support</p> <p>Sports Premium Co-ordinator to use funding for after school clubs</p>	<p>Improved support – staff questionnaires</p> <p>Monitoring shows pitch of lessons appropriate</p> <p>Improved pupil attitude to learning and increased physical activity.</p>
<p>To use local authority programmes to support Speech Language and Communication areas of need within the school.</p>	<p>Speech and Language advice and programmes provided for staff to use in school daily.</p>	<p>Ongoing</p>	<p>Speech and Language therapists TAs who plan and run intervention.</p>	<p>Wider use of SEN resources in classrooms</p>

All educational visits to be accessible to all  Review of Behaviour and SEND policies	Develop guidance for staff on making trips accessible Ensure each new venue is vetted Ensure policies are inclusive	Ongoing  Interventions reviewed and analysed regularly	Phase Leaders  SENCO  TA support as required	All pupils able to access all educational visits and take part in a range of activities Appropriate inclusive support in place
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## 2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the SEND support process when required. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process	As required  Induction and on-going if required	SENCO	SEND plans in place for disabled pupils and all staff aware of pupils needs. Parents have full access to all school activities Access issues do not influence recruitment and retention issues

Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors	As required	Headteacher/ Governors/ Site manager/ LA	Access for all
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Improve internal and external environment access for wheelchair users	Renew/replace markings and signage when applicable	Ongoing and as required	Head teacher	Disabled parents/carers/visitors feel welcome
Improve external and internal environment access for visually impaired people	Renew yellow strip mark step edges Regularly replace broken blinds in classrooms and other spaces	Ongoing and as required	Site Manager	Visually impaired people feel safe in school grounds and in school buildings
Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils	Ongoing review of evacuation procedures	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire

Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Seek support from LA HI and VI advisory teachers	Ongoing	LA HI and VI advisory consultants in conjunction with SENCO	All children have access to the appropriate environment
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### 3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms	During induction On-going SLT to regularly review newsletters/ letters to check accessibility  Update school website to ensure accessibility for all	Head Teacher	All parents receive information in a form that they can access All parents understand what are the headlines of the school information and can access the school website easily

Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	Ongoing and as required	SENCO and Teachers	Excellent communication Ongoing appropriate use of resources
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Provide information in other languages for parents, pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included