



Policy Document

School Accessibility Plan 2021-24

	Name	Date
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Reviewed	A Adams	September 2018
Reviewed	A Adams	September 2021
Reviewed		

School Accessibility Plan

1. Introduction to the School Accessibility Plan

The Disability Discrimination Act 1995 (DDA) as amended by the Special Educational Needs and Disability Act 2011, places a duty on the responsible bodies of all schools to plan to increase the accessibility of their individual schools for disabled pupils, prospective disabled pupils, members of staff, parents and visitors.

In addition, the revised SEN Code of Practice 2014 (DfE & DfH) also highlights the requirement for school's to ensure every pupil can access the curriculum by focusing on inclusive practice and removing barriers to learning.

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

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means has lasted or is likely to last more than 12 months.'

The definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity (ADHD), diabetes, Tourette's or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Nutritional intake
- Ability to lift, carry or otherwise move everyday objects.
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

2. Aims

Hayes Primary School Accessibility Plan aims to:

- Increase the extent to which disabled pupils can participate in the school's curriculum.
- Ensure disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments within a reasonable time for disabled pupils, so that they are not at a substantial disadvantage;

- To improve the delivery to disabled pupils of information which is provided for pupils who are not disabled.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education and associated services provided or offered by the school.

The following list exemplifies the range of activities that may be covered by the term 'educational and associated services.'

- Preparation for entry to the school
- The curriculum
- Teaching and learning
- Classroom organisation
- Timetabling
- Grouping of pupils
- Homework
- Access to school facilities
- Activities to supplement the curriculum
- School sports
- School policies
- Breaks and lunchtimes
- The serving of school meals
- Interaction with peers
- Assessment and exam arrangements
- School discipline and sanctions
- Exclusion procedures
- School clubs and activities
- School trips
- The school's arrangements for working with other agencies
- Transition between schools
- Preparation of pupils for the next phase of education

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3. Planning

Hayes Primary School's Accessibility Plan shows how access to the school is to be improved for pupils, staff and visitors with a disability in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practical. The Accessibility Plan will contain relevant and timely actions regarding the following areas:

- Physical Facilities – addressing any alterations that may be required to the structure of the building or site to ensure access for pupils, staff, parents and visitors.
- School Curriculum – Including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- Support Services – access to services within and external to the school to support families where a disability is identified.

- Awareness – building awareness to services to staff through training and development and heightening children’s awareness of issues related to disability.
- Communication of information – how information is communicated with in the school and to wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Current Provision

Physical Facilities

Refer:

Teaching and Learning policy
Behaviour policy and procedures
Feedback and marking policy
Computing policy
Home School Agreement
Volunteers Handbook
Admissions policy
Health and Safety policy
Premises Management Policy
SEND policy
Fire Risk Assessment
Individual risk assessments & care plans

Current Access to Buildings and Classrooms

Disabled access can be found in the following areas of the building:

- Y1/2 external door outside the KS1 (small) hall.
- At the end of the Y3/4 corridor
- At the end of the Y5/6 corridor

Fire Drill Procedures for evacuation
 Disabled adult and child toilets
 Chromebooks
 iPads
 Writing slopes
 Visual timetables and active listening cue cards
 Labelling at age appropriate levels throughout the school
 Default colour background on IWB
 Ongoing replacement of chairs, desks, carpet and flooring
 Adapted cutlery and feeding equipment if needed
 Disabled parking bays

School Curriculum

Refer:

Teaching and Learning policy
Behaviour and anti-bullying policy

Assessment for Learning policy
Computing policy
Home Learning Policy
Visitors and volunteers in school policy
Admissions Arrangements

Statutory assessments for individuals
Additional Support Plans for children with high needs and EHCPs
Class provision mapping
Zones of regulation used as a school wide approach
Highly trained teaching and support staff
A wide range of support programmes and interventions to support learning
Moving and handling training if needed
Appropriate differentiation across the curriculum
Teaching assistant support as required
Fully inclusive extra-curricular clubs and activities
Pets as therapy support when accessible
Regular TA CPD
Regular pupil progress review meetings
Conversation Diaries and contact books between home and school if needed

Support Services

SENCO with national qualification
Good use of Multi-agency support services – OT, Speech and Language, Community paediatrician, CAMHS, Ed Psych etc
Family Liaison Team including Family Liaison Lead
CAF referral procedure
Bromley SEND forum
Community school nurse
Community Paediatrician
Staff specialisms in ASD, S & L, Bereavement, EAL, Dyslexia

Awareness

Disability Awareness day
Collective Worship themes and stories
PSHE curriculum
Community Nurse visits
Opportunities for pupil feedback – School Learning council & circle time

Communication of information

Parent consultations
Signposting of parents to support groups or services
SEND coffee morning
Annual Reviews
Transition meetings
Staff liaison meetings at transition times
Weekly staff briefing
Regular TA professional development meetings

Priority Action Plan

The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The following table shows areas for further development and how the school will address them:

Hayes Primary School Access Plan

Priority: Accessibility Plan – Curriculum						
Success Criteria				Monitoring & Evaluation – Who? How? When?		
<ul style="list-style-type: none"> Increasing the extent to which disabled pupils can participate in the school's curriculum. Building on the inclusive ethos of our school. Promoting the confidence of all staff to meet a wider range of pupil need. 				<ul style="list-style-type: none"> Pupil Review Meetings 3 times a year Data analysis ASP, provision mapping & class profile of need Well-being and involvement scanning Feedback from parents and external agencies Regular Teaching and TA CPD SEN Co-ordinator to audit staff training needs and discuss findings with SEND Designated Governors 		
Key Focus	Lead Person	Action/Resources	Financial Implications		Timescale	Monitoring Focus
			1. School	2. Other		
To carry out learning walks to ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Head teacher	SENCo ensure whole school inclusive practice continues – Class visual timetables/ whole school rewards/ implementation of behaviour policy/ resource labelling/ staff pictures/ communication diaries/ use of ICT laptops.			ongoing Review termly.	Pupils have an increased access to the curriculum. Lessons are effective without time wasted on last minute adaptations. Particular focus on new staff
To develop planning successfully so that TAs understand expectations for each session; how much support to give, how to record, expected output	SENCo to oversee Class teachers	Planning support time TA continuing CPD			Ongoing	Planning scrutiny; are there planned times where the CT works with children with SEND? Lesson observations CT/TA feedback If applicable child's W&I screening scores improved
To ensure Staff training on effectively delivering the curriculum at all levels and continue to increase awareness of ASD/ ADHD/SEMH and Dyslexia particularly for new staff.	SENCo	Staff CPD/INSET on support strategies styles and disabilities i.e. ASD, ADHD, SEMH and Dyslexia			Ongoing throughout the year, as needed	Broader range of teaching strategies adopted to meet different learning styles. Adapted materials produced / used to meet needs. Whole school strategies and interventions implemented for identified children. Teacher confidence in meeting the needs of all pupils Monitoring focus on new teaching and support staff
To review school policies to ensure compatibility with Disability Discrimination Act 1995 (DDAct)	All people responsible for reviewing policies	As policies are reviewed they should take into consideration the requirements of the DDAct	Head teacher		Ongoing	All policies will reflect the school's commitment to increasing the extent to which disabled pupils can participate in all aspects of the life of the school.
To audit the availability and need for simple access equipment	SENCO	Purchase additional items, e.g. Scissors, sticky mats, pencil grips, tinted paper, wobble cushions, sloping writing boards, fiddle toys	SEND Budget		Ongoing	Learning aids and resources to support learning are available in school
To continue to ensure that PE lessons are made accessible to all	SLT SENCo	Ensure use of adapted PE resources where/if needed			Ongoing	Lesson observations/learning walks Child feedback and participation.

Priority: Accessibility Plan – Physical Environment

<u>Success Criteria</u>				<u>Monitoring & Evaluation – Who? How? When?</u>		
<ul style="list-style-type: none"> Continue to consider the physical environment of the school for the purpose of overcoming potential barriers for disabled members of the school community. Increasing the extent to which disabled pupils can fully participate in all aspects of school life. Safety of all pupils whilst on the school premises. 				<ul style="list-style-type: none"> Premises action plan following site inspections Feedback from users of the school Needs review for enrolment of pupils through discussion with Head teacher/SENCo. Or Individual Support Plans, Provision mapping, PEP reviews, care plans and risk assessments for pupils with SEN and disabilities OT and physiotherapy termly reviews if appropriate for individuals Governor visits 		
Key focus	Lead Person	Actions/ Resources	<u>Financial Implications</u> 1. School 2. Other		Timescale	Monitoring Focus
To enable accessibility by installing handrails, improving toileting facilities and resources in class; lowering tables etc...	Class teachers SENCo Site manager	Ongoing as needs arise	Curriculum furniture budget		Forward planning – September 2021 review.	Specific PD furniture is used by those with physical disabilities as needed
To complete health & Safety/Fire/Accessibility Survey.	H & S Gov Site manager	Survey of building and site to identify issues – ongoing.			At least 3 times a year. Review in Summer 2021	Potential safety issues for disabled/ VI pupils & adults identified
Ensure that all disabled pupils can be safely evacuated		Put in place Personal Evacuation Plans for all disabled children. Review fire drill. Makaton (a language programme using signs and symbols to aid communication currently being introduced into the school) for 'fire – we need to go' to be taught to every adult and child in school.			As necessary End of Spring Term	

<u>Success Criteria</u>				<u>Monitoring & Evaluation – Who? How? When?</u>		
<ul style="list-style-type: none"> Building upon the inclusive ethos of our school. 				<ul style="list-style-type: none"> Leadership team annually 		
Key focus	Lead Person	Action/Resources	<u>Financial Implications</u> 1. School 2. Other		Timescale	Monitoring Focus
To plan annual opportunities for children to learn about a range of disabilities. To review this in 2021/2022	SENCo	Assembles focusing on autism week. National dyslexia awareness day Disability Awareness Day –whole school. Invite speakers with a disability to talk with children Invite external agencies to support disability day.			Ongoing	Increased awareness & acceptance of a range of disabilities.
To continue to challenge stereotyping through curriculum opportunities.	Teachers	Planning time Subject leaders identifying opportunities i.e. disability sports, inclusive music events.			Ongoing.	Children regularly discuss disability and increase understanding and tolerance of disability. Children with SEN participate in organised events in house and externally. Carry out an audit of texts used as part of assemblies and in class

To promote the ethos of inclusiveness to new staff and the wider community.	SENCo	<p>SENCo to deliver short staff meeting inputs at the beginning of the school year with all teaching staff – What is Inclusivity? What does it look like? How can we make our classroom more accessible? Accessibility classroom learning walk</p> <p>Training materials and hand outs: Inclusion policy and Accessibility plans to circulate.</p> <p>Promote our outreach and in-reach service with other schools.</p>			<p>As and when needed; particularly for when new staff join</p> <p>Ongoing</p>	<p>New staff share this ethos and it is evident within their classroom environment.</p> <p>Accessibility for all - What does this look like at Hayes?</p> <p>SENCo to carry out an Accessibility walk focussing on - visual resources: displays, timetables, physical organisation of the classroom space; accessibility of the classroom resources, Makaton signing around school, access in and around the school, at after school clubs, etc...</p> <p>Monitor training</p> <p>School learning council feedback</p>
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Priority: Accessibility Plan - Communication

<p><u>Success Criteria</u></p> <ul style="list-style-type: none"> All information produced or distributed by the school is fully accessible to all. 	<p><u>Monitoring & Evaluation – Who? How? When?</u></p> <ul style="list-style-type: none"> Leadership team annually
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Key focus	Lead Person	Action/Resources	<u>Financial Implications</u> 1. School 2. Other		Timescale	Monitoring Focus
To improve the communication with pupils, parents, staff and wider community.	SENCo	Parents can request phone calls from Teachers, teachers update parents as needed. Some children have communication Books. Families may be supported by the CAF process.			Awareness of needs as they arise.	<p>Parents and pupils with disability have access to all relevant school information.</p> <p>Ethos of open communication maintained and evident in annual reviews, as well as informal feedback.</p> <p>Feedback from relevant staff members, parents and parental support partnerships.</p>
To continue with implementing EHCP and ASP plans to ensure greater collaboration between parents, pupils and school	SENCo	Pupil centred reviews of EHCP annually			Ongoing	<p>Pupil Progress Reviews</p> <p>Annual reviews</p> <p>ASP meetings with parents</p> <p>Class Teacher and parent feedback</p> <p>Carry out a parent survey at the end of the year for more detailed feedback</p>

<u>Success Criteria</u>			<u>Monitoring & Evaluation – Who? How? When?</u>			
<ul style="list-style-type: none"> The school has highly trained staff who are well supported by external agencies and are providing an outstanding service to pupils with SEND 			<ul style="list-style-type: none"> Headteacher and Leadership team monitor and report to Full governing body. 			
Key Focus	Lead Person	Action/Resources	<u>Financial Implications</u>		Timescale	Monitoring Focus
			1. School Other	2.		
To continue to use specialist support forums and specialist advice	Headteacher SENCo	Trust SENCO group Local authority SENCO group National specialist support forums Liaise with educational psychologist, speech and language Therapist, counsellors and SEMH experts.			Ongoing	School has developed an efficient network of support and children have the relevant and timely support required. Leadership team monitoring.