

Accessibility plan

Hobbayne Primary School



Approved by:

Date:

Last reviewed on: 21/02/18

Next review due by: 21/02/19

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Hobbayne Primary School recognises its duty:

- 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.
- To publish an accessibility plan

The plan will be made available online on the school website, and paper copies are available upon request.

The Governing Body of Hobbayne Primary School recognises its duty to:

- Increase the extent to which disabled pupils can participate in the curriculum.
 - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
 - Improve the availability of accessible information to disabled pupils
- Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Hobbayne Primary School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory

impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Hobbayne Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

3. What do we do to collect information about our children?

- We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.
- We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.
- Home visits are undertaken for all children beginning Nursery and in Reception those who have not attended Hobbayne Nursery. If any children have additional needs the LA and health advisers are contacted for support and guidance.
- Transition meetings are held between class teachers each year.
- Staff are trained in the use of epipens and asthma inhalers
- Support staff hold current first aid qualifications.
- Members of support staff in Early Years have current Paediatric First Aid qualifications.
- Learning Plans are completed for children on the SEN register
- Health Care plans are completed for all children with medical needs.
- Imitate care plans completed for those who need personal care

4. School Population

We have children with the following disabilities on roll,

- Diabetes
- Asthma
- Eczema
- Epilepsy
- ADHD
- ODD
- Anaphylaxis
- ASD
- Dyslexia
- Dyspraxia
- Mental illness
- Physical Impairment

5. Access Audit

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The Deputy Head (inclusion) and the SENCO have an overview of the needs of disabled pupils. The SENCO leads on meeting the needs of children with SEND and DHT leads on meeting the needs of those with medical issues.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

Hobayne Primary School consists of a two storey building with wide corridors and several access points from outside. EYFS and KS1 areas are all on the ground floor with wide door access to all rooms both internal and external. The halls are on the ground floor and are accessible to all. We have facilities in our ICT suite to ensure that wheelchair users have equality of access.

There is a lift which can accommodate a large wheelchair which is maintained on a regular basis. School staff are trained in the operation of the lift when relevant.

On-site car parking for staff and visitors includes one dedicated disabled parking bay. Most entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby. There are disabled toilet facilities available, one in the EYFS wing, one in the KS1 wing and one upstairs. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users. All outside areas are tarmacked and fully accessible to wheelchair users.

All classrooms are fitted with appropriate lighting and interactive whiteboards, font sizes and colours can be amended to meet individual needs. Other resources are used in classrooms as needed for example, visualisers, portable magnifiers, IPADS and Alphasmarts.

All children have opportunities to join age relevant extra-curricular activities beyond and within the school day. All children are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other adults involved with children who may have special requirements and from health and safety officers.

School makes additional provision for pupils with special educational needs and disabilities to access the curriculum through the SEN Framework.

The following documents/policies support this policy:

- School Development Plan
- Assessment Policy
- Gifted and Talented Policy
- SEND Policy and Information Report
- Equality Information and Objectives
- Behaviour Policy
- Child Protection Policy
- Safeguarding Policy
- EYFS Safeguarding Policy
- Medical Capability Procedure
- Toileting Policy
- Health and Safety Policy

6. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Issue | Objectives | Actions to be taken | Person/s Responsible | Time Scale | Success Criteria |
|--|--|--|----------------------|------------|--|
| <p>CURRICULUM Increase access to the curriculum for pupils with a disability</p> | For all teachers to be 'teachers of children with Special Educational Needs' | <p>Training for teachers on different aspects of SEND within whole day INSETs and twilight sessions.</p> <p>Audit the training needs of teachers to support pupils with SEN</p> <p>Audit the training needs of TAs and LSAs</p> <p>Provide individual and whole school training advise staff of external training</p> <p>Organise training from our External Professionals</p> | DHT-I/SENCo SENCo | Ongoing | <p>Pupils identified as SEN are making progress at a similar rate as non-SEN pupils.</p> <p>SEN children have met their targets.</p> <p>Teachers are confident in planning for and teaching pupils with a range of SEN needs</p> |
| For children's individual needs to be met through appropriate deployment of learning support staff. (SEN, EAL, PP, Medical, persistent absentees, CIN, CP) | For all support staff to have access to appropriate planning, resources and training as appropriate. | <p>Monitoring and training for all support staff with relation to the needs of SEND pupils during bi-weekly meetings and outside agencies.</p> <p>Auditing the training needs of support staff.</p> <p>Provide individual and whole school training advise staff of external training</p> <p>Organise training from our External Professionals</p> | DHT-I/SENCo SENCo | Ongoing | Support staff are confident in using resources and planning appropriate for a range of SEND needs. |

| Issue | Objectives | Actions to be taken | Person/s Responsible | Time Scale | Success Criteria |
|---|--|--|--|---|---|
| For all those pupils with specific learning difficulties to have access to the curriculum. | To enable all children with SEND to access the curriculum taking into account the skills progression | Monitor SEND pupils via half termly tracking Identify pupils who made insufficient progress and ensure they are closely monitored Ensure pupils have access to suitable visuals and equipment Ensure that lessons are appropriately differentiated to meet the pupils needs Look at resources for literacy such as texts used for writing, spelling lists, grammar and handwriting and how these are being used for pupils with SEND Look at calculation policy and how this is being used for pupils with SEND | DHT & SENDCo SENDCo DHT & SENDCo DHT & SENDCo DHT & SENDCo DHT & SENDCo | Ongoing | Pupils with SEND are accessing the curriculum successfully showing engagement and good progress |
| Ensure that the school is including parents and pupils in decisions about support options, whilst using child led and outcomes focused provision. | For SEND pupils and their parents to contribute to the ways in which pupils are supported. Only evidence based interventions are used to support pupils | Termly meetings to discuss outcomes with SENCo and/or class teachers. | SENDCo/CTs | SENDCo 2017/18 (Autumn meetings completed, Spring meeting ongoing). | All children have appropriate outcomes set that support them well in closing the gap in their learning with their peers. Maximise the progress of pupils and ensure that pupils are receiving the correct intervention to close their gaps in learning |

| Issue | Objectives | Actions to be taken | Person/s Responsible | Time Scale | Success Criteria |
|--|---|---|----------------------|----------------|---|
| <p>PHYSICAL ENVIRONMENT For children's needs to be met through making appropriate adaptations to timetabling and resources.</p> | <p>The environment is adapted to the needs of pupils as required. This already includes *3 x disabled toilets for children and adults. *Staff trained to support children with medical needs *Provision of a disabled parking bay on site *Instalment of a lift to second floor *Purchase of accessible technology</p> | <p>Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known.</p> <p>Timetables and routines expected to be altered to allow for vulnerable pupils to feel safe and secure on stairs, in common areas and in classrooms.</p> | <p>SENDCo/DHT/I</p> | <p>Ongoing</p> | <p>To ensure pupils, parents and staff with physical disabilities have free movement within the school,</p> |
| <p>WRITTEN INFORMATION For written information to be available in alternative formats as required by members of our school community.</p> | <p>To establish the exact needs of our parents and pupils. Ensuring that our teaching and support staff will always be sensitive in presenting materials to children in appropriate formats.</p> | <p>Promote the availability of school publications in different formats for those that require it.</p> | <p>SLT</p> | <p>Ongoing</p> | <p>The school will consistently provide written information in different formats/sizes when required and requested by parents and pupils for individual purposes.</p> |