

# Accessibility Plan 2017 - 2020

This policy was adopted and ratified by Hillstone Primary School: September 2017	
Staff were consulted on this document and it was accepted: September 2017	
It was ratified by the Governing Body: September 2017	

## **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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 to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Date of Plan: July 2017      To be annually reviewed.

## **Definition of Disability:**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

‘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.’

## **The purpose and direction of the school’s plan: vision and values**

At Hillstone Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Hillstone Primary promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

## **Information from pupil data and school audit**

We currently have a whole range of children of all backgrounds, needs and abilities.

At July 2017:

- Diabetes
- Asthma
- Eczema
- ADHD
- ASD
- Allergies
- Hearing Impairment
- Visual Impairment

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.

### **Views of those consulted during the development of the plan**

Gillian Sparrow (Head of School)

Kerry Dunlevy (Business manager)

SEN Governor – Heather Holdsworth

The people consulted value the ability of the school to cater for the differing needs of pupils.

### **The main priorities in the school's plan**

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 SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.

**See Appendix i below:**

Appendix i

**Accessibility Plan/Hillstone Primary School: April 2017 – July 2020**

<b>Accessibility Plan 2017-2020 ( 3 years – to be reviewed annually)</b>						
<b>Hillstone Primary School</b>						
<b>Outcomes</b> For groups of children and young people	<b>Accessibility Planning Code</b> C – Curriculum E - Environment I - Information	<b>Actions</b>			<b>Evidence</b>	<b>Dates</b> (from and to)
		<b>What/How</b>	<b>Lead</b>	<b>Resources</b>		
<b>To improve access, progress and participation for children with communication and interaction needs.</b>	C,E,I	To extend the use of Makaton by ensuring all EYFS staff are trained to entry level.	SENCO EYFS Lead	Purchase Makaton resources.  Organise Makaton training from West Midlands Speech and Language Therapy Service.  Create Makaton book linked to the sign of the week so that all staff are aware of the signs that will be used.	Classroom observations  Staff confidence and feedback  Pupil progress data	2017 – 2018  On-going, annually for any new staff.
	C,E,I	For all staff to receive Level 1 CAT Training, including lunchtime staff.	SENCO Sarah Welch	Organise dates for CAT Team to deliver Level 1 Autism training during staff meeting in Autumn/Spring Term. Organise dates for CAT Team to deliver Level 1 Autism training to lunchtime staff.	Improved staff skill level.  Staff confidence and feedback.  Build capacity of school to meet the needs of children with communication and interaction needs.	Autumn/Spring Term 2017
	C,E,I	Provide regular meetings for parents of children with identified SALT needs.	SENCO SEN TA	Organise meetings for parents of identified SALT children during Parents' Evening.	Improved parental engagement with parents more able to use strategies and techniques ( linked to	Ongoing

					SALT plans) at home.	
<b>To improve access, progress and participation for children with sensory and physical needs.</b>	C,E,I	To ensure that all trips are accessible to all children. Risk assessments are in place with adjustments made well in advance.	K.Farr (Lead) All staff	Time for pre-visits to locations.  Suitable transport is in place.	Attendance for trips  Pupil feedback  Parent feedback	On-going as necessary  Annually
<b>To improve access, progress and participation for children with cognition and learning needs.</b>	C,E,I	Balance Assessment System to be embedded in order to track progress and attainment with increased rigour.	Assessment Co-ordinator  SENCO	Balance Training	Quality of data improves.  Next steps are planned with increased precision.	September 2017 – ongoing – reviewed each term.
		Improve the quality of interventions, particularly in KS 2.	SENCO	Package of training offered to TAs.  TAs able to lead evidence based interventions.	Impact of interventions improves.	September 2017- ongoing – reviewed each half term
<b>To improve access, progress and participation for children with social, emotional and mental health needs</b>	C,E,I	To explore the possibility of developing a sensory/withdrawal/safe space	SENCO	To be costed		Consideration within 2018 -19 budget.
	C,E,I	SENCO to attend social skills group training in order to build capacity.	SENCO	Training costs		Spring Term 2018
	C,E,I	SENCO/Pastoral Manager to attend updated LACES training	SENCO/Pastoral Manager	Training costs – often free of charge		Summer Term 2017 Autumn Term 2018