

Accessibility Plan 2014 - 2017

This policy was adopted and ratified by Hillstone Primary School: July 2014	
Staff were consulted on this document and it was accepted: July 2014	
It was ratified by the Governing Body: July 2014	

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 2014 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 April 2014:

- Diabetes
- Asthma
- Eczema
- ADHD
- ASD
- Allergies
- Hearing Impairment
- Visual Impairment
- Sickle Cell Anaemia
- Childhood Cancer

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 for Action plan:

Personal Emergency Evacuation Plans

These will be drawn up for any pupil or adult within school who would require additional support to evacuate the building in the case of an emergency. See Appendix ii and Appendix iii.

Appendix i

Accessibility Plan/Hillstone Primary School: April 2014 – July 2017

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1	Whiteboards becoming increasingly dim – replace within affected classrooms to ensure that all children are able to access content displayed. (SHORT TERM)	Purchase of new interactive whiteboards where needed following audit of classrooms. Cost: £55,000	Business manager Site manager	Summer 2014	Children are able to access all content on whiteboard	Site manager ICT Manager
2	Staff competency using SEN software. (SHORT TERM)	Word Shark 10 site license obtained and software installed on 10 school net books. Training sessions planned and delivered to ensure staff competency for those leading interventions. Cost: £750.00	IT Leads – Chris Carter/Angela Fothergill SENCO Class Teachers TAs	Summer 2014	Word Shark programme utilised and linked to IEP targets.	Senior Leadership team SENCO
3	SEND pupils being safely evacuated during emergencies. (SHORT TERM)	Put in place Emergency Evacuation Plans for identified pupils, where and when necessary.	SENCO Class teachers	Summer Autumn Term 2014	SEND pupils safely evacuate building and return within acceptable time limits when safe to do so.	Headteacher SENCO

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
5	Curriculum not fully accessible for high need SEN pupils (MEDIUM TERM)	Laptops provided to enable personalised learning for SEN pupils Cost : £5686	Headteacher. IT Technician SENCO Business Manager Whole School	Summer 2015	SEN pupils more able to access curriculum	Headteacher SENCo
6	Access to whole site for adults / children with limited mobility / impairment not suitable in some areas. (MEDIUM TERM)	Update audit / action plan of improvements required.	Business manager	Summer 2015	School accessible to current cohort with an increasing focus on prospective pupils and families.	

7	<p><i>Ensure that after-school clubs and care provision facilities are accessible for all pupils.</i> (LONG TERM)</p>	<p>Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required. Training for Playworkers- Level 1 Autism via CAT Team</p>	<p>Leaders of after-school clubs. S.Kesterton</p>	<p>Ongoing</p>	<p>After-school clubs and care provision is accessible for all pupils.</p>	<p>Head Teacher <i>Feedback from parents and pupils.</i></p>
15	<p><i>Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.</i> (LONG TERM)</p>	<p>Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas. Ensure appropriate use of ICT e.g laptops, Clicker 6 to increase access to the curriculum.</p>	<p>All Staff. Subject leaders. Advisors for sensory impairments. SMT</p>	<p>April 2014 onwards</p>	<p>Curriculum is fully accessible for all pupils.</p>	<p>Head Teacher <i>SMT.</i> <i>SENCo.</i></p>

	Issue	Action	People/Resources	Timescale	Success Criteria	
16	<i>School policies make reference to provision for pupils with difficulties & disabilities (particularly PE) (LONG TERM)</i>	Policies to include: <ul style="list-style-type: none"> • Content • Strategies • Resources That could be employed when planning for pupils with difficulties or disabilities.	Whole staff. Subject leaders. Advisors. Alice Hawkins	Ongoing	Policies include provision for pupils with difficulties or disabilities	Head Teacher Subject leaders.
17	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments. Consider external steps. (ON- GOING)	* Paint/tape edges of steps in all internal/external areas.	Advisory Teacher for Visual Impairment Head Teacher. SENCo Site Manager	On-going as required	Physical accessibility of the school is increased	Head Teacher Feedback from pupils.
18	<i>Raise staff awareness of disabilities issues. (ON- GOING)</i>	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities.	LA. Health Authority. Disability Rights Commission. All school staff. Outreach Education SALT PSS EPS CAT Team	On-going	Teachers and TAs aware of issues. Detailed information and support available and passed on by staff.	Head Teacher. SLT SENCo. Class Teachers. TAs. Other non-teaching staff.
		Promote disability equality via <ul style="list-style-type: none"> • Staff meetings. • PSHCE lessons. • Assemblies. • Celebrating difference. • 	Whole staff	April 2014 onwards	Increased whole school awareness of disability issues.	SENCo All staff.

	Issue	Action	People/Resources	Timescale	Success Criteria	
19	<i>Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities. (ON- GOING)</i>	Thorough planning. Advance visits. Risk assessments. Care plans Liaison with external staff	Visit leaders. Head Teacher School Nurse CAT Team	On-going	School trips & residential visits are accessible for all pupils.	Head Teacher School Visits Co-ordinator. Trip leaders. Feedback from pupils
20	<i>Availability of written material in alternative formats. (ON- GOING)</i>	School makes itself aware of services through LA for converting written information into alternative formats.	LA Head Teacher Admin Staff SENCO	On-going	If needed the school can provide information in alternative formats.	Head Teacher Feedback from parents and staff.