



Every child is a learner and will succeed

| Accessibility Policy and Plan | | |
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Statement of intent

- Hoyle Court Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.
- The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.
- This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

Legal Framework

This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Disability Discrimination (England) Regulations 2005

This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DFE (2014)

This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Health and Safety Policy

Definition

- A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.
- The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

Roles and responsibilities

- Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- The headteacher, in conjunction with the governing board or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- The governing board, or a select committee, will be responsible for monitoring the Accessibility Plan.
- The full governing board will approve the Accessibility Plan before it is implemented.
- All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- The headteacher will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- During a new pupil's induction at Hoyle Court Primary, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.
- The headteacher, governing board and senior leadership team (SLT) will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- The special educational needs and disabilities coordinator (SENCO) will work closely with the headteacher and governing board to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.
- All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.
- Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer Epipens

Accessibility Plan

- The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy.
- Hoyle Court Primary's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.
- The intention is to provide a projected plan for a three year period ahead of the next review date, which will be in September 2022.

- If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- Hoyle Court Primary School will collaborate with the LA in order to effectively develop and implement the plan.
- The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

Equal opportunities

- Hoyle Court Primary School strives to ensure that all existing and potential pupils are given the same opportunities.
- Hoyle Court Primary school is committed to developing a culture of inclusion, support and awareness.
- Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.
- Hoyle Court Primary School will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

- Hoyle Court Primary School will act in accordance with the Admissions Policy.
- The school will apply the same entry criteria to all pupils and potential pupils.
- In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.
- Hoyle Court Primary School will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.
- Information will be obtained on future pupils in order to facilitate advanced planning.

- Prospective parents/carers of pupils with Education and Healthcare Plan (EHCP), and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

Curriculum

- Hoyle Court Primary School is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- We liaise with external services and agencies regarding individual pupils (physical, sensory, learning, social, emotional & mental health).
- We use specialist colleagues to support learning and to give pastoral and inclusion support.
- We organise Learning Support Assistants to cover a mix of curriculum and learning needs.
- We ensure that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- We develop mutual support and understanding between colleagues when working with pupils with challenging disabilities
- No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- We aim to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- The leaders for each subject and the SENCO will work together to adapt a pupil's Graduated Approach Plan (GAP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.
- The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application will be made for any particular disability or impairment.
- There are established procedures for the identification and support of pupils with SEND in place at the school.
- Detailed pupil information on pupils with SEND is given to relevant staff in order to aid teaching.
- Specialist resources are available for pupils with visual impairments, such a large print reading books and / or coloured overlays.
- Learning support assistants are deployed to implement specific literacy, numeracy and speech and language programmes.
- Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

Physical environment

Hoyle Court Primary School is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.

- The school building is almost fully accessible for pupils with physical difficulties although access sometimes takes the pupil via an outside route. The Governing Board is monitoring the accessibility of the school site.

- The outside play areas are mostly flat and the main areas are almost completely accessible to wheelchair users
- There are no parts of Hoyle Court Primary School to which pupils with disabilities have limited or no access to. The exception to this is the playing field; although as wheelchair user would have access they cannot access the field itself due to its uneven surface.
- The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- There are provisions for nappy changing.
- Adapted/specialised furniture can be provided to meet individual needs.
- Communal spaces are 'clutter-free' to facilitate easy movement around the buildings.
- Where entrances to the school are not flat, a ramp is supplied for access.
- Wide doors are fitted throughout the school to allow for wheelchair access.
- The corridor flooring and lighting is designed to support those who are visually impaired.

Information

- Visual timetables and information supported by signs/symbols for targeted pupils.
- Home-school books for targeted children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils.
- Parents section on Website with access to policies and curriculum information
- Text messaging and email to parents
- Paper copies of all documents available from the school office on request



ACCESSIBILITY PLAN

Statement of intent

- This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing board of Hoyle Court Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.
- A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- 1.) **Curriculum:** Increase the extent to which pupils with disabilities can participate in the school curriculum.
- 2.) **Environment:** Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and associated services provided.
- 3.) **Information:** Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

1) CURRICULLUM

| Priority | Lead | Action / Strategy | Resources | Timescale | Success Criteria |
|---|------------|--|---|--|---|
| Effective communication and engagement with parents | SLT | Termly meetings with parents / carers – Termly consultations on SEND pupil-based Graduated Approach Plans (GAPS) | Time allocated | In place and ongoing | Parents / carers fully informed about progress who engage with their child's learning |
| Lessons provide opportunities for all pupils to achieve. Staff seek to remove all barriers to learning and participation There are high expectations of all pupils Lessons involve work to be done by individuals, pairs, groups and the whole class. Lessons are responsive to pupil diversity. All pupils are encouraged to take part in music, drama and physical activities. | HT / SENCO | Appropriately differentiated planning Implementation of agreed SEND strategies for pupils / groups of pupils. Adherence to school polices and practice relating to assessment, provision and teaching strategies. | Time allocated and relevant polices provided | In place and ongoing | Increased access to the curriculum |
| Training for staff on increasing access to the curriculum for all pupils | SLT | Epipen Training Diabetes Training Epilepsy Training Intimate Care Policy Restrictive Physical intervention / Team Teach training Access to courses / CPD Specialist advice from Local Authority SEND Hubs. Training from SEND Specialists: SALT: | Training Time Policies Learning Support Staff time allocation | In place and ongoing with regular training updates. and regular visits from outside professionals | Increased access to the curriculum Needs of all leaders met CPD log of trained staff kept updated |

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| | | ASD / Sensory: SEMH: Cognition & Learning Physical: | | | |
| Effective use of human resources to increase access | SENCO / SLT | <u>Strategic deployment of:</u> Learning Support Staff SENCO Pupil-Parent Support Manager Pastoral Support Team | Time / human resource deployment | In place and ongoing | Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker |
| Adaptations to the curriculum to meet the needs of individual learners | SENCO / HT | Pastoral support, timetable adaptations, Graduated Approach Plans to meet individual pupil needs. Speech and language therapy programmes Specific training in programs such as Clicker Use of access arrangements for assessment/National tests | Specialist strategies as listed | In place and ongoing | Needs of all learners met enabling positive outcomes |
| Appropriate use of specialised equipment to benefit individual pupils and staff | SENCO | iPads available to support children with difficulty recording Sloping boards for pupils with fatigue problems or physical disability Coloured overlays for pupils with visual difficulty (Reading Rulers) Specially shaped pencils | Specialist equipment as listed | In place &/or to be ordered as required | Increased access to the Curriculum Needs of all learners met. |

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| | | and pens for pupils with grip difficulty Use of wedge/wobble cushions Use of weighted blanket, chew toys, fiddle toys, sensory diet toys | | | |
| All school visits and out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils | SLT/SENCO/Staff leading clubs | Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements | Any specialist equipment needed to allow a child to access a club | Ongoing | Increased access to the extra-curricular activities for all pupils with SEND. |
| Next Steps | | | | | |
| Improve educational experiences for visually impaired pupils | SENCO / HT | Consult sensory support team Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs | Cost / Installation of equipment | To implement when required as based on identified needs. | |
| Improve educational experiences for hearing impaired pupils | SENCO / HT | Daily maintenance and use of radio aids when required Consider hearing loop systems if recommended Consult Hearing Impairment team | Cost / Installation of equipment | To implement when required as based on identified needs. | |

2.) ENVIRONMENT

| Priority | Lead | Action / Strategy | Resources | Timescale | Success Criteria |
|---|---------------------------------------|--|--|--------------------------------------|--|
| Provision of wheelchair accessible toilets, staffroom and kitchen area | Headteacher & School Business Manager | Maintain wheelchair accessible areas | Maintenance costs as req. | In place | Physical accessibility of school increased |
| Access into school and reception to be fully compliant | Headteacher & School Business Manager | Designated disabled parking Wide doors and corridors | none | In place | Physical accessibility of school increased |
| Maintain safe access around exterior of school | Headteacher & School Business Manager | Ensure that pathways are kept clear of vegetation and litter. | Cost included in ground`s maintenance contract | Ongoing | People with disabilities can move unhindered along |
| Maintain safe access around the interior of the school | Headteacher & School Business Manager | Awareness of flooring, furniture and layout in planning for disabled pupils | Cost of any adjustments that need to be made | Ongoing | People with disabilities can move safely around the school |
| Next Steps | | | | | |
| Improvements to help the visually impaired | Headteacher & School Business Manager | All steps highlighted in yellow/non-slip paint (line-marking paint to be used) | Cost of materials and labour | Summer Holidays (August 2019) | Painting completed |

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|---|---------------------------------------|---|------------------------------|--|--|
| Ensure there is a fire escape strategy for visitors who may require assistance? | Headteacher & School Business Manager | Identify model fire escape plan and this is adapted to school requirements and shared appropriately with Fire Wardens | none | Autumn Term 2019-20 | Personal Emergency Egress Plan in place (<i>PEEP</i>) and this is completed as necessary during staff induction. |
| Ensure fire doors can be held open on magnetic devices (corridors) for wheelchair users | Headteacher & School Business Manager | To implement when required as based on identified needs. | Cost of materials and labour | To implement when required as based on identified needs. | |
| Ensure the doors have a clear opening of 750mm and doors controls, light switch and locks are easily reached and operated | Headteacher & School Business Manager | To implement when required as based on identified needs. | Cost of materials and labour | To implement when required as based on identified needs. | |
| <u>To ensure effective means of escape:</u> a.) Ensure the audible fire alarm is supplemented by a flashing light system as appropriate. b.) Ensure Means of Escape strategies are in position to ensure disabled people are evacuated safely c.) Ensure there are Personal Emergency Egress Plans in place members of staff who may require assistance d.) Ensure there is a personal egress plan prepared for any member of staff who may require assistance | Headteacher & School Business Manager | To implement when required as based on identified needs. | Cost of materials and labour | To implement when required as based on identified needs. | |

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| <p>Access into school and reception to be fully compliant</p> | <p>Headteacher & School Business Manager</p> | <p>Access ramp into school is wide enough and appropriately graded. <u>However:</u> 1.) check the door is wide enough (750mm) with adequate space for a user to open the door or if double doors, does one leaf allow 750mm clear opening width? 2.) Ensure the correct door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door</p> | <p>Cost of materials and labour</p> | <p>Clarify works required in July 2019 with HANDS Adviser</p> <p>Ensure any works requiring completion Autumn Term 2019-20</p> | |
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3.) INFORMATION

| Priority | Lead | Action / Strategy | Resources | Timescale | Success Criteria |
|--|--|--|---|--|--|
| Availability of written material in alternative formats | Office/ SLT/ SENCO | Improve availability of information for parents – display appropriate leaflets for parents to collect Provided translated documents where appropriate Hearing loop installed in main office. | Contact details and cost of translation / adaptation | In place & ongoing | Information to disabled pupils/parents as appropriate. Written information available in alternative formats. |
| Ensure documents are accessible for pupils with visual impairment | Class teachers/ SENCO | Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation | Loan/purchase costs of magnifier or other specialist equipment. | In place & ongoing | Pupils able to access |
| Next Steps | | | | | |
| Ensure front line staff (reception) have access awareness/ equality training? | Headteacher & School Business Manager | Identify and provide training for relevant staff. | tbc | To implement when required as based on identified needs. | |