

Accessibility Plan

School name: Hatfield Woodhouse Primary School

3-year period covered by the policy: September 2016 - 2019

Policy agreed : Accessibility Plan Date: September 2018

Policy to be reviewed: September 2021

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities

Accessibility Plan

Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Responsible Body

The responsible body (AAB) must prepare—

- an accessibility plan; further such plans at such times as may be prescribed.

An accessibility plan is a plan for/over a prescribed period—

- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people—
 - (i) within a reasonable time, and
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children / young people who are not disabled.
- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by

the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance;

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES *“Accessible Schools: Planning to increase access to schools for disabled pupils”*

Health Standards (England) Regulations 2003

The School’s Context

We are a primary school for children, aged from 3 years to 11 years. The school comprises of one building of one storey construction. Access to the building for wheelchairs is via the Year 5/6 door, the hall doors or the FS1 /FS2 classroom doors. A wheelchair lift in the year 5/6 shared area then gives access to all other classrooms and offices. A disabled toilet is situated on the corridor opposite FS1.

At present we have no wheelchair dependent children.

In 2016 we attained Asthma-Friendly School Status.

In the years 2018/19, we had **20** children / young people identified as having a disability under the given definition

The School’s Aims

Hatfield Woodhouse Primary School is a caring place to grow, create and explore. We offer a wide variety of opportunities for every-one to discover and unlock their potential to become confident life-long learners, developing aspirations and fulfilling dreams.

We are an inclusive, welcoming school, where learners build their confidence and trust. Within our family community we want learners to know that having the awareness to learn from mistakes is one of the biggest keys to success.

We believe our creative curriculum, hinging on project-based learning is the most effective way to engage children in learning.

Formulating our Accessibility Plan

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEN AAB member: Mrs Lesley Bailey**
- **Principal: Mrs Helen Acton**
- **Vice Principal : Mrs Sarah Chesney**
- **Business Manager: Mrs Carole Orridge**

Process

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents checked.
- 6) Publication of the plan (and included it in the governors' report to parents).
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Accessing the School's Accessibility Plan

The school plan will be available on the school website and in print version on request.

Other School Policies & Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Handbook
- Health & Safety (including off-site safety)
- Special Educational Needs Policy and the school's SEN Information Report.
- Behaviour
- Academy Development Plan

- School Mission Statement

The School's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

AUDITS & ACTION PLANS

Access Audit

Date: Autumn Term 2018

Lead member of staff: Sarah Chesney (Vice Principal), Helen Acton (Principal), Carole Orridge (Business Manager) and Lesley Bailey (SEN AAB member)

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Partial ly	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.	✓			Asthma Friendly Award attained June 2016 Hearing-Impaired team support class-teachers where there are HI children Principal, /Office Manager and FS2/Year 1 staff have had epilepsy training by the epileptic nursing serving. First Aiders have been trained in supporting children with diabetes Learning Mentor and First Aiders have been trained in using an Epipen. All staff have training in how to treat a child having an asthma attack (First Aid training.)
All school staff and the governors have had access to training on disability equality and inclusion.		✓		Key members of staff attend regular training on safeguarding in schools which includes disability equality and inclusion training.
We take advice to ensure our classrooms are optimally organised and	✓			Enlarged paper resources and test papers for those with visual needs – or different coloured papers / over-lays

resourced for disabled children / young people.				<p>Sloping writing boards for children with orthopaedic needs.</p> <p>Classroom re-organised to allow better access for a wheelchair user when required.</p> <p>Safe space/tents for ASD children.</p> <p>Sensory room and sensory circuits.</p> <p>A modified keyboard is available for IT activities.</p>
Positive images of people with different abilities are apparent in the classrooms and the school generally.	✓			<p>Posters</p> <p>Reading scheme books</p> <p>FS toys</p>
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.	✓			<p>All children took part in Paralympic Games recently</p> <p>Consideration given to seating for HI children during all classroom and music activities.</p> <p>All children have the opportunity to take part in PE but are expected to take responsibility for taking their asthma kit to the lesson.</p> <p>Sensory circuits, sensory breaks, nurture for ASD children.</p>
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	✓			<p>Children are very supportive and caring towards those who have a disability.</p> <p>Circle-times and Nurture encourage and teach peer support.</p> <p>Woodhouse Wows celebrate team-work</p>
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.	✓			<p>Nurture group</p> <p>1-1/small group support for ASD</p> <p>Sensory breaks/sensory circuits/ sensory room</p>
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading,	✓			<p>Sensory breaks</p>

processing time for children / young people on the ASD Spectrum.				
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.	✓			Talking Tin Lids Touch Screen tvs in all classrooms Ipads have audio-books on Considered as required
Provision of laptops is considered to aid recording and / or communication.	✓			
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	✓			Preliminary visit by staff is encouraged as good practise before any school visit – provision, access and levels of staffing considered for <i>all</i> children
The school links with other schools to share good practice.	✓			
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.	✓			Assemblies celebrate success, determination of disabled athletes. Cornerstones curriculum reflects diversity and equality for disability Ben Parkinson has been into school twice to give motivational talks.
Access Arrangements are used when appropriate to support children / young people with accessing assessments.	✓			Enlarged scripts ordered for SATS for these children who require them.
The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, Autism Family Practitioners, SAIDSEND, IFSS	✓			Posters up and around school Leaflets on support groups distributed for information and as required

A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.	✓			Lesley Bailey
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Section 2: The school is designed to meet the needs of all children / young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.	✓			As required door-handles have been lowered to enable wheelchair users access Consideration is also given to the height of coat pegs in each classroom.
In considering the school budget there is a clear plan to improve access and resources for those with a disability.	✓			Lower counter put in front office for wheelchair users Wide gates and replacement doorways installed throughout school Ramp for front of school on development plan for future
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.		✓		AAB Building Improvement Plan –managed by site-manager overseen by principal and AAB
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	✓			Termly checks on lift – recorded on Every Annual checks for changing facilities recorded on Every
Emergency and evacuation systems set up to inform all pupils including children / young people with SEN,			✓	All children who need it have a PEEP –with named adults to support those with HI or VI.

including alarms with both visual and auditory components.				Alarms now have a visual component .
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.	✓			
With regards to ' <i>Supporting pupils at school with medical conditions (2014)</i> ', there a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.	✓			Medicines Policy and procedures in place. Children have individual health care plans if required Personal Hygiene Policy and procedures in place. Parents of children requiring toileting in school sign to agree
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.	✓			Signage is in place to indicate access to the building for wheelchair users Disabled Parking Bays are available
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	✓			
Furniture and equipment is selected, adjusted and	✓			Classrooms are carpeted

located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.				Ongoing support regarding the classroom environments is sought from the HI team.
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.	✓			As required – individual needs are discussed and supported. Outdoor steps are marked in yellow paint for VI children and visitors

Section 3: The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.	✓			Visual timetables Enlarged scripts
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections	✓			As required

and describing diagrams.				
ICT facilities are used to produce written information in different formats as appropriate.	✓			We have head-phones and speakers to meet the needs of HI children if required Colour of background and text is considered in powerpoint presentations
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors...	✓			
There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.	✓			Considered during annual parental survey

Access Planning Template for Period 2018/19

Lead member of staff: Helen Acton Date: Autumn 2018

Date of Review: 27/9/18

Name of Reviewer: Sarah Chesney

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

Hatfield Woodhouse Primary School will monitor the implementation of the plan and keep under review the access needs of the school.

	Focus/Objective	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation
Short Term	<i>Increase the confidence of all staff to differentiate the curriculum to meet the needs of all children</i>	<i>Roll out use of tents for ASD children to use as safe spaces</i> <i>Train staff on how to use safe spaces in classrooms and monitor actions</i>	<i>SLT</i>	<i>Autumn term 2018</i>	<i>£100</i> <i>SLT time in monitoring</i> <i>Staff meeting for training</i>	<i>Raised staff confidence in planning differentiation and use of tents in classrooms where ASD children struggle to re-engage in learning when stressed</i>
	<i>Ensure all staff have a good awareness of the SEND Code of Practice and expected record-keeping for plan-do-review cycle</i>	<i>Principal and LT to lead training</i>	<i>All teachers</i>	<i>Autumn term 2018</i>	<i>SLT time in monitoring</i> <i>Staff meeting for training</i>	<i>Raised staff confidence in record-keeping, planning differentiation for SEND children</i>
Medium Term	<i>To ensure staff are trained to support pupils with medical conditions</i>	<i>Whole staff training in First Aid for Schools – including basic training on :</i> <i>Asthma</i> <i>Epilepsy</i> <i>Diabetes</i>	<i>All staff</i>	<i>Spring Term 2019</i>	<i>£1000</i>	<i>All staff confident to deal with children and visitors to school with medical conditions if required</i>

		<p>and as required in other specific conditions. Update Medical Conditions policy annually and ensure annual parents return is gathered</p>				
<p>Long Term</p>	<p>All access needs of disabled pupils, staff, governors, parent/carers and visitors are addressed</p>	<p>To create access plans for individual disabled pupils as part of the IEP process when required and in new building work –eg toilet blocks</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter</p> <p>Ensure staff aware of Environment Access Standard</p>	<p>SENCO Principal</p>	<p>2018-2021</p>	<p>Cost of access slope to front office and corridor off playground</p> <p>Cost of disabled toilets in new children's toilet blocks</p>	<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors and an action plan in place to meet those needs</p>

Access Plan for Period 2018/19 (continued)

Additional Views from Consultation

Insert any other views of those consulted during the development of the plan.

Trial of safe spaces for ASD child in Year 6 2018 ' I enjoy using my tent because it allows me to get away from everybody else and not feel like everybody else is starting at me and gives me time to calm.'

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff: Lesley Bailey Date: September 18

Period of Plan being checked; 2018-2021

Does the plan cover;	Yes/ No	Comments
Access to the Curriculum?	Yes	
Access to the Physical Environment?	Yes	
Auxiliary aids and services?	Yes	Tents!
Teaching and learning practices?	Yes	Yes – SEND Code of Practice and completion of SEN record-keeping for plan-do-review
Staff training?	Yes	First Aid for specific conditions
Culture and ethos?	Yes	? Whole school training for medium term will affect ethos
Provision of written information?	No	
2. Are there targets that are;		
Short term?	Yes	
Medium term?	Yes	
Long term?	Yes	
3. Are there clear strategies to ensure targets fulfilled?	Yes	
4. Are there clear outcomes linked to the targets?	Yes	
5. Is there a realistic time frame?	Yes	
6. Are there indications as the resourcing of the plan?	Yes	Further costs need investigating for long term costings

Recommendations

Insert any recommendations made as a result of the checking exercise.