



Hoyland Springwood Primary School
Accessibility Plan 2019 – 2021

Contents

1. Vision Statement

2. Aims and Objectives

3. Current good practice

- Physical Environment
- Curriculum
- Information

4. Access Audit

5. Management, coordination and implementation

6. Action Plan

1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Hoyland Springwood Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Hoyland Springwood Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents/carers, staff and governors of the school. The document will be used to inform school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Hoyland Springwood Primary School is committed to providing an environment that enables full curriculum access, and that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

- 4) The Hoyland Springwood Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-
- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for future life as pupils without a disability; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist pupils in accessing the curriculum
 - Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education
 - Improve the delivery of **written information** to pupils, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats.
- 5) The Hoyland Springwood Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Personal Development, Behaviour & Welfare Policy
 - Curriculum Policy
 - Business Continuity Plan
 - Equal Opportunities Policy
 - Health & Safety Policy
 - Equality Plan
 - Strategic School Improvement Plan
 - Inclusion Policy

- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
 - 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 10) The Accessibility Plan will be published on the school website.
- 11) The Accessibility Plan will be monitored through the Finance, Staffing & General Purposes Committee of the school's Governing Body.
- 12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved by:

Chair of Governors: _____ Date: _____

Headteacher: _____ Date: _____

2. Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils.

Our objectives are detailed in the Action Plan below.

3. Current good practice

We ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of our parent/carer questionnaires and through regular conversations with parent/carers.

Physical Environment

Our aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Hoyland Springwood Primary School. Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social communication & social interaction needs or sensory difficulties, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

Curriculum

The school Inclusion Policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA, the SENCo manages the Statutory Assessment Process; ensuring additional resources are available where appropriate.

The SENCo provides additional support for pupils and supports teachers in implementing strategies for improving pupils' access to learning.

The school works closely with specialist services including:

- Community Paediatrics
- Educational, Child & Community Psychology Service
- Integrated Inclusion Services (BESST)
- Paediatric Therapy
- Speech and Language Therapy
- CAMHS

Information

Children who need different methods of communication e.g. PECS, Makaton, are catered for effectively within school. Information for parents and members of the community are available in different formats, on request.

4. Access Audit

The school is a one storey building with all classrooms, bar one, based around a large, shared, open space. The resourced provision classroom is accessed through the school hall. All classrooms also have an external entrance. There are no steps in the school building. Access from external classroom doors has a small 'lip' and there is a single step from the rear hall doors onto the playground. There is level access through the main school entrance.

Access onto the school site is via one of three gates. The main pedestrian gate is heavy and auto-closes. There is a tarmacked path from the school entrance gate to the main entrance doors and onto the playground. There is also level access to the other side of the playground.

The school car park is accessed via an electric gate with all staff having fobs to access this. Access for visitors is controlled via the school office. At present there is no allocated disabled parking. There is ample parking outside the school site.

There is an accessible toilet in the main school entrance area which has a handrail. Changing facilities are located within the resourced provision classroom. Classroom toilets are located within the classrooms themselves.

The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

We will consult with relevant professionals in respect of the needs of pupils with disabilities, if they have needs that we are unfamiliar with or need additional guidance to support.

6. Action Plan

Aim 1 - To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Objective	Actions Required	Timescale	Responsibilities	Success Criteria
Short Term	To ensure that all classrooms have key features which help to meet the needs of learners with a range of needs, through effective Wave 1 provision.	Staff meeting to consider inclusive classrooms Inclusive classroom checklist to be developed All classrooms to have features of inclusive classrooms	Spring 2020	L. Waugh J. Hunt	Inclusive classroom checklist to be in place and completed for each class. Classrooms to evidence inclusive features. SEND Offer on school website to include information in respect of Inclusive Classrooms.
	To ensure that pupils have access to a range of communication options for recording their learning.	Purchase Clicker software and download onto iPads Arrange staff training Share existing good practice in relation to the use of Evernote Consider use of Google's G Suite for Education	Spring 2020	L. Waugh J. Hunt R. Parker	Clicker software/app is available for pupils to use. Staff are confident in integrating Clicker and Evernote into teaching & learning and in supporting pupils to use them. Leadership Team has discussed G Suite and made a decision about the appropriateness of this.

	Objective	Actions Required	Timescale	Responsibilities	Success Criteria
Medium Term	To ensure that all children have the best possible 'skills for life' by the time they leave Springwood.	Write Life Skills programme for children at the full range of developmental stages (represented in school). Resource programme and introduce it into school, ensuring that all staff are confident to deliver this.	Summer/Autumn 2020	L. Waugh	Life Skills programme written which is linked to the children's developmental stages. Life Skills programme is in use and being delivered by well-trained staff. Significant elements of the programme are delivered via the classroom curriculum.
	To ensure that the wider needs of pupils with communication & interaction needs are fully met.	Key staff to become familiar with the AET Progression Framework, accessing training as required. All children with identified communication & interaction needs to be baselined on AET Framework. Information from completion of framework assessment to be used to inform teaching and learning activities and interventions for the child. Information to be shared with parents and ways that skills can be developed at home to be considered. Termly reviews of assessment to be carried out.	Summer/Autumn 2020	L. Waugh J.Hunt	Staff are aware of areas for development for children with identified communication & interaction needs and these are planned for. Parents are aware of their child's needs and how they can support their development at home and in the wider community. There is clear progression for all identified children in their wider skills.

	Objective	Actions Required	Timescale	Responsibilities	Success Criteria
Long Term	Raise awareness of disability and provide greater access to disabled role models, integrating this more formally into the curriculum.	Analyse the curriculum to identify areas where meaningful links can be made with disability issues and where positive role models with a range of disabilities can be incorporated.	2019-20	L. Waugh	Disability awareness and positive messages in relation to people with disabilities are threads which are integral to the curriculum.

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Objective	Actions Required	Timescale	Responsibilities	Success Criteria
Short Term	Children with a range of needs to be able to access resources and rooms with greater independence.	Communicate in Print labels to be added to all rooms and to all resource drawers in classrooms.	Spring 2020	L. Waugh	Children will be able to access resources with greater independence and will feel more confident in locating staff/rooms.
	School to have a suitable space for therapeutic work with children.	Further develop Thrive Room to ensure that this is set up to enable 1:1 and small group sessions to be delivered with ease.	Spring 2020	J.Hunt R. Parker	Thrive Room will incorporate a variety of resources and provide a welcoming space for staff and children.

	Objective	Actions Required	Timescale	Responsibilities	Success Criteria
	Visitors with a range of needs (particularly wheelchair users and those with reduced strength) to be able to access the school site with increased ease.	Look into whether the spring from the pedestrian gate can be removed or eased to make this gate less 'heavy' and difficult to keep open.	Spring 2020	J. Hunt K. Charnock P.Hall	The pedestrian gate will be more accessible for visitors with a range of needs.
Medium Term	Objective	Actions Required	Timescale	Responsibilities	Success Criteria
	Children who need changing in EYFS/KS1 to be able to access changing facilities located closer to their classroom.	Development of toilet/changing area within FS2/Y1 classroom	Spring/ Summer 2020	J. Hunt T.Marsh P.Hall	Nappy changing facilities will be located within the FS2/Y1 classroom toilet area.
	Children to be able to access increased sensory room provision.	Identify funding stream and acquire funding for further development of, and equipment for, the sensory room.	Summer 2020	J. Hunt L. Waugh K. Charnock T.Marsh	Children will have access to a wider range of sensory facilities.
	Children to have access to outdoor provision to meet sensory needs.	Identify funding stream and acquire funding for further development of, and equipment for, a sensory trail within the school grounds.	Summer 2020	J. Hunt L. Waugh K. Charnock T.Marsh	Children will have access to a wider range of sensory facilities.

	Objective	Actions Required	Timescale	Responsibilities	Success Criteria
Long Term	Disabled parents/carers & visitors, as well as parents/carers of children with disabilities will be able to access designated parking on the school site.	Identify best location for disabled parking. Have disabled badge painted on parking bay. Raise awareness of facility with parents/carers and visitors.	Summer/ Autumn 2020	J. Hunt P. Hall K. Charnock T. Marsh	Visitors to the school site and disabled parents/children will be more easily able to access parking facilities on the school site.

Aim 3: To improve the delivery of information to disabled pupils and parents

	Objective	Actions Required	Timescale	Responsibilities	Success Criteria
Short Term	Children with literacy difficulties and children of parents with literacy difficulties will be able to access reading texts (particularly Read & Respond) more easily.	Video clips of Read & Respond chapters to be recorded and uploaded to YouTube.	Summer 2018 and ongoing	L. Waugh	All children will have access to a text read to them, irrespective of parental literacy levels.
	To ensure that parents of children with SEND (particularly those who do not have regular access to the school) have opportunities to visit school and network with professionals and other parents.	Termly coffee mornings to be run, specifically for parents of children with additional needs.	Spring 2018 and ongoing	L. Waugh	Parents of children with additional needs will feel that they have greater peer and specialist support.

	Objective	Actions Required	Timescale	Responsibilities	Success Criteria
Short Term	To ensure that children with additional needs, and their parents, have access to timely and relevant information in relation to puberty and sex & relationships education.	Liaise with health & other professionals to identify suitable resources to signpost parents to and to also buy for use in school and to loan to parents. Hold a parent information session (preferably supported by professionals) to share information re: best practice in communicating information about puberty and SRE to children with a range of needs (particularly ASD).	Spring/ Summer 2020	L. Waugh J. Hunt	Parents of children with additional needs will feel more confident speaking to their children about puberty & SRE. Children will have greater awareness and understanding, leading to a more positive experience.
Medium Term	Objective	Actions Required	Timescale	Responsibilities	Success Criteria
	To ensure that pupils' learning can be easily recorded, particularly when this is not written.	Investigate the use of Seesaw as a possible resource. Set-up Seesaw (or alternative) and provide staff training. Seesaw (or alternative) to become an integral part of the school's recording strategy.	Summer/ Autumn 2020	L. Waugh	An electronic recording method to be in place to ensure that pupils' learning can be recorded, irrespective of format.