

# Howletch Lane Primary School

## Accessibility Plan

### 2021-2024



Person Responsible: Carolyn Clymo, SENDCO

Date: 1<sup>st</sup> September 2021

Approved by: Governing Body

Date for Review: September 2024

## 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 of 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 Teacher. At Howletch Lane Primary School the Plan will be monitored by the Head Teacher and evaluated by the Pupil Wellbeing Committee. At Howletch Lane 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.

- The Howletch Lane Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and consultations with pupils, parents, staff and governors. Other, outside agencies and specialists have also been consulted. The document will be used to advise other 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 ahead of the next review date.
- The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly 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.
- Howletch Lane Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents 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 school.
- The Howletch Lane 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:
  - a) 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 life as are their able-bodied pupils; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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 these pupils in accessing the curriculum within a reasonable timeframe;

- b) 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 within a reasonable timeframe;
  - c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hands outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- The Howletch Lane Primary School Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.
  - 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.
  - This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
    - a. Behaviour Management Policy
    - b. Curriculum Policy
    - c. Equal Opportunities Policy
    - d. Health and Safety Policy
    - e. School Prospectus
    - f. School Improvement Plan
    - g. Special Educational Needs Policy
    - h. Staff Development Policy
  - 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 the 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.
  - 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.
  - The Accessibility Plan will be published on the school website.
  - The Accessibility Plan will be monitored through the School and Community Committee.
  - The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
  - The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010

## **2. Aims and Objectives**

Our Aims are:

- To increase access to the curriculum for pupils with a disability
- To improve and maintain access to the physical environment
- To improve the delivery of written information to pupils

## **3. Current good practice**

We aim to 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 a survey of parents' views, or in conjunction with our termly Parents' Evenings.

### Physical environment

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/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are very few parts of the school to which disabled pupils have limited or no access at the moment.

### Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. However every adaptation possible is made to make these accessible to all.

### Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

## **4. Access Audit**

The school is a single storey building with wide corridors and several access points from outside. The hall and dining area are accessible to all. On-site car parking for staff and visitors currently includes a dedicated disabled parking bay. Entrances into the main school reception, the Nursery Key Stage One and Key Stage Two are flat. All of these doors are wide. Access into the school can only be gained from inside the main reception or via staff key fobs. Disabled toilet facilities are available in the main school reception. Three designated changing areas are available throughout the school. Hoists are present within these areas to support pupils getting changed, access in and out of wheelchair and toileting.

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

## **5. Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority and the Diocese to overcome any difficulties that may arise.

**Date of Implementation: January 2021 Date of Review: January 2024**

## 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.

Targets	Strategies	Timescale	People with responsibility	Success Criteria
<b>SHORT TERM TARGETS</b>				
To establish good liaison with parents.	<p>To ensure collaboration and sharing between school and families</p> <p>To increase opportunities for families to participate in events in school</p> <p>To increase good communication between school and parents</p> <p>Staff to continue to work with the PSA to develop strategies for developing good communication with parents</p>	Ongoing throughout the current plan	HT SENDCo All class teachers	<p>A clear collaborative working approach is developed</p> <p>Participation at school events increases</p> <p>Discussion between school and parents (for +ve and –ve reasons) increases</p> <p>Staff confidence when dealing with difficult situations increases.</p>
To ensure full access to the curriculum for all children	<p>To provide CPD for staff (as relevant) to ensure that the needs of all children in school are met</p> <p>To work with Specialist Advisory Teachers (which may include: SEND Team, ASD team, SALT team, OT team, EAL team, EP service etc.) to gain additional support and advice</p> <p>To ensure that class teachers are able to provide: A differentiated curriculum with alternatives offered The use of P Scales and PIVATS to assist in developing learning opportunities for children and to support the assessment of children in different subjects</p> <p>A range of support staff including those trained to meet specific needs</p> <p>Multimedia activities to support learning across the curriculum</p>	Ongoing throughout the current plan	HT SENDCo All class teachers	<p>Advice is sought when needed</p> <p>Advice is followed and suggested strategies are evident in class planning and in classroom practice</p> <p>Children with specific needs are supported in accessing the curriculum</p>

	Use of interactive ICT equipment Specific equipment sources from outside agencies as required e.g. hearing impaired, OT requirements.			
To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children with asthma, severe allergies, mobility issues	To ensure collaboration between all key personnel To liaise with medical professionals To ensure the “new child” checklist is completed within an appropriate timescale for all new children to the school	Ongoing throughout the current plan	HT SENDCO All class teachers Key Support Staff with medical responsibilities	A clear collaborative working approach is developed Class teachers and relevant support staff are fully aware of the needs of all children within their class Class teachers and relevant support staff are fully aware of the needs of new children who join their class during the academic year, before the child starts or as soon as possible after their admission Procedures / equipment is in place prior to the start of the academic year to ensure a smooth transition Key support staff continue to receive up-to-date training to ensure that they can meet the medical needs of all pupils
To review all statutory policies to ensure that they reflect inclusive practice and procedure	All policies comply with the Equality Act 2010	Ongoing throughout the current plan	HT SENDCO All subject leaders	All policies clearly reflect inclusive practice and procedures
<b>MEDIUM TERM TARGETS</b>				
To closely monitor and review the attainment and progress of all pupils with identified SEND	Termly review meetings with class teachers and the SENDCO to review progress and identify next steps for SEN children Parents are invited to attend and contribute to the formation of new SEN plans and EHCP reviews	Termly	SENDCO Class teachers Support Staff Parents	Progress can be seen on class tracking sheets K children make clear progress towards their identified outcomes QFT children make clear progress towards their personal targets
To promote the involvement of pupils	Within the curriculum, the school aims to produce full access to all aspects of the curriculum	Ongoing as required	SENDCO Class teachers	A variety of learning styles and multi-sensory activities are evident

with disabilities in all classroom activities  To take account of the variety of learning styles within the class when teaching across the curriculum	Giving alternatives to enable disabled pupils to participate successfully in lessons Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people			in class planning and within the classroom The needs of all pupils, parents and staff with disabilities are represented within the school Opportunities for pupils to work with people with disabilities are evident across the school
<b>LONG TERM TARGETS</b>				
To evaluate and review the short term and medium targets documented above at least annually	To ensure the above strategies have been implemented To evaluate progress and identify next steps	Annually	HT SENDCO Governors	All children in school are making at least good progress (using the school's current definition) The additional needs of all children are fully met The learning environment and learning opportunities provided are amended and adapted as required to meet the needs of all children
To deliver findings to the Governing Body	To share information and findings during Finance Committee and Children's Committee meetings	Annually	SENDCO SEND Governor Governors	All Governors are fully informed about SEN provision and the progress made by these identified children All Governors are fully aware of the changes that are required to meet individual needs

**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.**

Targets	Strategies	Timescale	People with responsibility	Success Criteria
<b>SHORT TERM TARGETS</b>				
To improve the physical environment of the school	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments to the site and premises, such as improved access, lighting, colour schemes and more accessible facilities and fittings	Ongoing	HT SENDCO Governors	The needs of all people are met, where possible. When this is not possible (e.g. due to the structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise.
To ensure that the whole school environment is visually stimulating for all children	Colourful, lively displays are created in all classrooms Communal areas are kept tidy and colourful, lively displays are produced A range of resources and props are used to engage, motivate and stimulate children All parts of the school are welcoming and inviting	Ongoing throughout the plan	HT All staff	The whole school environment is tidy The whole school environment is colourful, lively, inviting and engaging
To ensure that all people with a disability are able to be fully involved in school life	To create access plans for individual children with disabilities as part of the SEN Support / EHCP process To undertake confidential surveys of staff and governors to ascertain access needs and to make sure that they are met in the school To include questions in the pupil information questionnaire about access arrangements To gather information about access arrangements for parents, carers and visitors through questionnaires to ensure that these needs are met during school events	Annual questionnaires Needs to be addressed with immediate effect once identified and to be reviewed constantly	HT Governors All staff	The needs of all people are met, where possible. When this is not possible (e.g. due to the structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise. All children with disabilities are able to participate fully in school life
To ensure that the medical needs to all pupils are fully met	To conduct parent interviews to identify needs of children before they join the school	Annual questionnaires	HT Governors All staff	The medical needs of all people are met, where possible. When this is not possible (e.g. due to the



within the capability of the school	To liaise with external agencies to ensure that barriers are overcome To identify the training needs of staff To establish individual protocols where needed to meet the needs of individual children	Needs to be addressed with immediate effect once identified and to be reviewed constantly		structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise. All children with specific medical needs are able to participate fully in school life
To ensure that parents and carers with disabilities have every opportunity to be involved in school life	Utilise the disabled parking space for disabled parents to drop off / pick up children To offer a telephone call to explain letters home for parents who may need support with literacy skills To adopt a proactive approach to identify the access requirements and needs of disabled parents	Annual questionnaires Needs to be addressed with immediate effect once identified and to be reviewed constantly	HT Governors All staff	To ensure that disabled parents and parents with EAL are not discriminated against To ensure that disabled parents and parents with EAL are encouraged to take an interest in and be involved in their child's education
<b>MEDIUM TERM TARGETS</b>				
To improve community links	Opportunities to participate in community events and promote disabilities to develop positive attitudes among children are encouraged	Ongoing throughout the plan	HT SMT Class teachers	Children, parents, staff and governors have an improved awareness of disabilities within the school community, the local community and the wider community Improved community cohesion is evident
<b>LONG TERM TARGETS</b>				
To continue to develop the playgrounds and facilities to ensure they are accessible for all	To continue to develop the school grounds using Sports Premium Money and Grants and funding opportunities that are available	Ongoing throughout the plan	HT SMT Class teachers	Playgrounds and the whole school grounds are accessible for all pupils, parents, staff, visitors and governors

				Play equipment is age appropriate and accessible for all pupils Playgrounds are inviting, engaging and inspiring for pupils and develop their skills in many areas
To ensure that the driveway, roads and paths in and around the school are as safe as possible	Caretaker to continue to carry out checks to ensure safety on the school site Safety markings to be renewed as required Communication with parents to ensure parking is safe and walking to school is encouraged Whole school participation in walk to school events Safety events within the wider community to be promoted and advertised to children and families Problems reported to the appropriate body and rectifications monitored	Ongoing throughout the plan	HT SMT Caretaker Class teachers	Reduction in accidents Accident forms to be completed as needed and evaluated to reduce future incidents Checks to be logged to ensure completion