

Hadleigh Community Primary School Accessibility Plan 2018-2021

Section 1:

Vision statement

At HCPS we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legalities

The Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) places a legal requirement on all schools to increase accessibility for disabled pupils. It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

The Equality Act 2010 and Discrimination Act 1995 generally defines a disabled person as 'someone who has a mental or physical impairment that has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.'

Aims of the plan

The purpose of this plan is to ensure that 4 key aspects of accessibility are developed and monitored. These areas are:

To maintain and where required improve access to the physical environment of the school.

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 life as able-bodied pupils.

To improve the delivery of information to pupils, staff, parents and visitors with disabilities.

To increase the access to learning by working with parent/carers to improve school attendance.

Monitoring

This plan is monitored by the Headteacher and findings are reported to Governors.

The plan is available for all stakeholders on the school website.

Section 2: Aims and objectives

The table below sets out how the school will achieve its aims.

1. To maintain and where required improve access to the physical environment of the school. (This covers improvements to the physical environment of the school and physical aids to access education.)						
TARGET	STRATEGY	WHO BY	WHEN	RESOURCES	SUCCESS CRITERIA	PROGRESS
To improve/ maintain access for the visually impaired/challenged	Ensure classrooms are light and whiteboards/ projectors are in good working order – adjustment of background screen colour as appropriate. Ensure blinds are functioning. Ensure edge markings on steps/cracks are maintained	Class teachers Caretaker ICT tech support SENCO	Ongoing – reviewing equipment and environment regularly	Ongoing repair, maintenance and replacement.	Those with visual impairment are not disadvantaged and continue to make at least expected progress in learning.	April 2019 Maintenance of hardware and rolling programme of replacements continues. Tinting of windows improves sight lines in classrooms. Edge marking is maintained.
To improve access for the learning impaired	Ensure SEND register is up to date and SEND code of practice is fully implemented	SENCO Class teachers Teaching assistants	Implementation of new code of practice	Cost of personnel SEN ESS revenue budget	Pupils with identified SEND make progress in line with non-SEND. Staff fully conversant with new code of practice.	April 2019 SEND register updated termly Code of practice implemented Training for SENCo continues

To maintain access to the school through availability of parking facilities.	Ensuring the on-site disabled parking spaces are accessible at all times when required.	HEADTEACHER	ongoing	-	Families and children with physical disability are able to access the school site	Disabled bays to rear of school opened by caretaker when required.
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2. 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 life as able-bodied pupils.

(This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits.)

TARGET	STRATEGY	WHO BY	WHEN	RESOURCES	SUCCESS CRITERIA	PROGRESS
To remove barriers to learning and improve access to the curriculum	Review the specific needs of pupils with a disability. Use SEND profiling and passports to provide for any adaptations. Use of 1:1 learning support assistants to support inclusion	SENCO Class teachers 1:1 TAs	Ongoing	personnel	High quality learning takes place for all	April 2019 Through monitoring visits, no barriers to the curriculum found.
To ensure access to the curriculum for all through differentiation.	Teachers to ensure all planning takes into account the needs of pupils	Class teachers	Ongoing	-	High quality learning takes place for all – pupils with specific needs can record learning in ways appropriate to them	April 2019 Through monitoring visits, teachers differentiating appropriately for pupils
To ensure access to statutory assessment processes for all	Review statutory guidance to ensure appropriate adaptation of tests	Headteacher LT	May each year	1:1 adults from school staff	Pupils are assessed accurately, being able to show their true level of achievement.	April 2019 All SATs processes adhered to – Governor monitoring visits

To ensure activities are planned to enable the participation of the whole range of pupils	Review provision of activities to ensure those who wish to participate are able to.	SENCO class teachers	Ongoing	personnel	Those with a disability are able to access all activities.	April 2019 All activities take all pupils into account.
To support pupils with disabilities to make successful transition to new year groups/schools	Additional support to transition between year groups/schools	SENCO Teachers	Summer term each year	TA	Pupils transition effectively to new year groups/schools.	April 2019 Transition arrangements take into account needs of individuals
To continue to develop knowledge, understanding and skills of teachers and support assistants on different aspects of SEND	Review of needs of pupils and training needs of staff working with them	SENCO	Ongoing	SENCO	Staff are confident to provide high quality learning experiences for all pupils.	April 2019 SEND training for support staff continues

3. To improve the delivery of information to pupils, staff, parents and visitors with disabilities.

(The information should be made available in various preferred formats within a reasonable time frame.)

TARGET	STRATEGY	WHO BY	WHEN	RESOURCES	SUCCESS CRITERIA	PROGRESS
To make available written material in alternative formats	When required, to seek services to convert written information into alternative formats. When required, to give information in a verbal form	Admin Team class teachers	WHEN REQUIRED	COST	Information provided in a format required by an adult with a disability	April 2019 Available when required

4. To increase the access to learning by working with parent/carers to improve school attendance (Pupil attendance should be at least in line with national.)

TARGET	STRATEGY	WHO BY	WHEN	RESOURCES	SUCCESS CRITERIA	PROGRESS
To improve attendance at school, especially of vulnerable groups	<p>Work with pupils to improve attendance through incentives for classes and individuals</p> <p>Identify barriers for individual pupils</p> <p>Liaise with the EWO to work with parents to support improved attendance</p>	<p>Headteacher</p> <p>Class teachers</p> <p>EWO</p>	Ongoing	<p>Personnel</p> <p>Reward costs</p>	Pupil attendance rises to at least match national	<p>April 2019</p> <p>School works closely with EWO to tackle poor attendance</p> <p>April 2019 – attendance 96.4%</p>