Hindhayes Infant School
Accessibility Plan
2018-2021

Section 1: Vision statement

All schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to ensure we meet the needs of pupils and their families. The definition of disability according to the Equality Act being: *"You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities".*

It is our aim to meet and exceed the requirements of the Act wherever possible. As a school we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are also dedicated to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our SEND Report outlines what we as a school can provide for children who have special educational needs and disabilities. And how we will always include reasonable adjustments to ensure all children can access the curriculum school activities and events.

Section 2: Co-ordination of the Accessibility Plan:

The Accessibility Plan co-ordinators are as follows:

- Head Teacher
- SENCO
- Phase Leaders
- Business Manager

The Co-ordinators will:

- seek advice from those professional advisors deemed appropriate e.g. the Local Authority SEN advisory teachers for SEND.
- review the school's policies, procedures and facilities annually to maximise accessibility for those pupils with additional needs.
- make recommendations to improve accessibility.
- ensure that the accessibility plan is prepared and then made available to all staff and parents of existing students. This may be done through staff meetings, school newsletters and the school website. A copy is available on the school website

This plan was drawn up by: *Kate Nester* Kate Nester (SENCO) in consultation with staff and governors
Approved by: *Janet Day* (Chair of Governors)
Date: 31st January 2018
Next review date: Summer 2019

Section 3: Aims

At Hindhayes Infants School we plan, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school. This may include improvements to the physical environment and physical aids to access education.
- Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers learning and teaching 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about school events. The information should be made available in various preferred formats within a reasonable time frame.

Children who join Hindhayes who are identified as having a physical disability or significant medical needs will be assessed by qualified staff and or external professionals. These children will then have a 'Starting School Plan' created in liaison with themselves and their family and supporting. The plan helps to ensure that their day to day needs are met and to ensure they can access the curriculum, the building as a whole, rooms provided specific to their needs and any other activities available to all children as long as it is safe for them to do so. Where it is, on a rare occasion, possible that a particular activity or outing may not be suitable for all children or the child themselves does not feel able to participate an individual risk assessment will be carried out and the outcome discussed with parents. We would hope that a modified activity would be available and that would always be our aim.

Staff who assist children with whether part time or full time one to one will receive appropriate training, this can include manual handling, SEND training and specific medical needs training etc.

Section 4: Action Plans

Attached are action plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

The plans will be monitored by the senior leadership team, governors and staff.

Section 5: Relating Documentation

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

- Curriculum
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion Policy
- SEND Policy
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Prospectus
- Teaching and Learning
- SEND Report
- Educational Visits and Activities
- Personal Care Policy
- Equality Scheme
- Supporting Pupils with Medical Needs
- Complaints Procedure

The tables below set out how the school will achieve these aims.

	Possible Accessibility issue	Situation at present	Action/objective/monitoring	Time scale	Person(s) involved
Curriculum	Achievement of pupils	Pupils receive support to meet their needs regardless of gender, race, disability. Data shows no obvious inequality in achievement. Provision is made for all pupils to attend educational visits where it is risk assessed as being safe for them to do so.	Continue to use assessment for learning daily and provide additional support/intervention. Ensure reasonable adjustments are made as and when necessary to include pupils with disabilities.	On going	Teachers and TAs
	Sports	All pupils are given an equal opportunity to participate in sports. We promote inclusion.	Continue to offer sports to all pupils.	On going	Teachers and TAs Sports coaches
Staffing	Staffing	All positions advertised are open to males and females, applications from adults with a disability are welcome. Applications are judged strictly on merits. Points are given to each candidate based on how their application meets the relevant school criteria.	To ensure all applications are considered purely on merit.	As and when vacancies arise	Governors HT & Business Manager
	Use of supply teachers	Both male and female supply teachers are welcomed depending on availability. Any preferred choice is based on relationships with pupils, ability to follow school discipline code and teaching ability.	To ensure appropriate supply cover obtained to promote continuity and progression in children's learning.	On going	HT & Teachers
	Students including work experience	Placements are encouraged from both male and female students. Placements are welcomed from those with disabilities.	To ensure all students receive appropriate training and that trainee teachers promote continuity and progression in children's learning	As and when students are in school	HT & tutors & teachers
	Outside agencies	Nurses/ Educational psychologists/support workers etc.– male and female support staff are welcome in our school.	To ensure all pupils have access to appropriate support.	As and when required	HT/SENCO/ teachers
	Governors	Positions are open to all. If we are in the fortunate position of having too many governors than places – the needs of the school will be paramount.	To ensure the school is well governed.	As and when vacancies occur	Chair of governors/ HT/ governor services

	Possible Accessibility issue	Situation at present	Action/objective/monitoring	Time scale	Person(s) involved
	Policies	These need to be reviewed	To ensure all policies are considered and meet any statutory duty and government guidance. To prepare a written timetable to review policies on a three year rolling programme.	Ongoing + whenever new policy written	HT Teachers Governors
	School Improvement Plan	No specific section referring to accessibility.	To ensure when the plan is re-written reference is made – explicitly – in each section to accessibility – if applicable.	Summer 2008 and ongoing	HT Teachers Governors
	SEF	No specific section referring to accessibility objectives	To ensure when the SEF is re-written reference is made – explicitly – in each section to accessibility – if applicable.	On going	HT Teachers Governors
	Procurement	Services are requested without reference to disability etc.	To continue to ensure all services are requested based on the needs of the school.	On going	All staff
Environment	Building	SENCO completed the LA Access Audit to highlight any areas that needed addressing across the site.	Continue to complete the audit to review and monitor improvements	On going	All staff
	Grounds	the only teaching space difficult for disabled access is the Forest School hut and Orchard Hut due to the steps leading up to them.			

Appendix 1: Access Audit

Feature	Description	Action To Be Taken	WHO?	Date to be reviewed
Corridor access	All corridors meet DDA requirements however the KS1 corridor is over cluttered due to increase in pupil numbers, well it and level.	*Long term consideration to review the suitability of the KS1 internal corridor*	HT, Governors & Business Manager	2021
Parking bays	There is an allocated disabled parking bays, access at school pick up time is limited to disabled pupils and parents. Staff and visitors where possible park in the Victoria Club car park	*Continue to review the long term restrictions of the lack of parking facilities at Hindhayes*		2021
Entrances	There are two pedestrian entrances and two vehicular entrances.	*Continue to consider installation of an additional entrance to the Reception corridor to alleviate the congestion for the pupils in Cherry and Oak classes. Previously costing was £14,000*	HT, Governors & Business Manager	2019
Ramps	Dropped kerbs for wheelchair access in place and where required a collapsible ramp is available to pupils, staff, visitors.	*No further action required at this time.*	N/A	N/A
Toilets	We have a disabled toilet in the Reception area that also provides showering facilities. Almost half of the classes have toilets within their classrooms. No classes are located more than 40m from toilets. Some as specifically allocated to	*Continue to make adjustments to pupils toilets when required through the completion of e.g. medical plans Renew KS1 boys toilets*	Class Teachers & SENCO & Site Manager	2021
Reception area	Accessible to all including disabled pupils or parents, no differing levels, wide entrance, purpose built receptions desks at wheelchair height.	*Long term consideration to review the layout of the school entrance and offices to provide better access to office personal*	HT, Governors & Business Manager	2021
Internal signage	Internal signage is supported by symbols and pictures where possible. Signs are predominately black text on a pale coloured background.	*Support pupils further through the use of communication in print*	Class Teachers	2019
Emergency escape routes	We have at least two emergency exits in each classroom which either lead directly outside or into the year group corridors where there is again two options for egress. When the alarm sounds access controlled doors/gates unlock, emergency lighting goes on if the usual lighting is compromised (internal and external) if necessary some children with a SNIP plans also have an emergency evacuation plans.	*Continue to provide Emergency evacuation plans for pupils who have e.g. sensory disabilities*	Class Teachers& SENCO	2019
Clear Contrasting	All light switches and power points are white and some are covered by wall displays	*Light switches and power points to be installed in a contrasting colour*	Class Teachers & SENCO & Site Manager	2019
Flooring	The majority of classrooms are fully carpeted with a small percentage of laminate flooring. Some teachers provide rugged areas to provide zoning.	*Ensure that all additional rugs have weighted edges or are secured with robust taping*	Class Teachers & Site Manager	2019

Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers working with the Project found useful in thinking of a range of adjustments they might want to make.

1. Pre-planning information. • Have you been given information on the nature and degree of impairment and the access needs of the pupils in the class? • Have you been shown or do you know how these pupils' access needs and personal care needs will be met in the class? • If you don't know how the disabled pupils needs will or can be met seek advice from SENCO, Head of Department, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.	
2. What preparation have you made with the class**/ group for:** • one to one peer support • collaborative teaming • group work • valuing difference of race, gender, ethnicity, disability or religion • How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?	

3. Lesson planning: how will you support the needs of all learners?
Consider:
    - timing,
    - variation of activities,
    - types of activities [concrete/abstract],
    - reinforcement of key ideas,
    - extension work
    - recall of previous work,
    - links to future work,
    - clear instructions.
• Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?
• Are you able to access specially adapted equipment for some students to enable them to participate fully?
• If not, can an alternative way be found?
• Will the diversified and differentiated work allow all pupils to experience success at their optimum level?	

4. What different teaching styles are you going to use? • Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays? • Auditory e.g. use storytelling, talking, effective questions, problem solving, clear sequencing, music, singing? • Kinaesthetic e.g. use movement, role play, artefacts, use the environment	
5. Prepared materials • Are written materials accessible to all: formats; readability; length; content? • Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc., are they accessible to all? • Appropriate use of augmented communication and ICT	

6.Self presentation • Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions and offer encouragement to all? Do you challenge the behaviour not the child? • Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class? • How will you use your voice in the lesson e.g. volume, tone and make sure all children understand you? • Where will you position yourself in the classroom and when?	
7. Use of support staff • Have you met with or at least communicated with support staff before the lesson? • How are you going to use other adult support in the lesson? • Do you allow all children to be equally included in the class activities? • If you are using support staff for withdrawal, how do you know the pupils are gaining from this? • If you are using withdrawal, how are the groups organised?	

8. Classroom organisation
• Is seating carefully planned and/or the activity accessible for pupils with:
  - mobility impairments e.g. circulation space, table height
 	
  - hearing impairments e.g. sight line for lip reading/ interpreter/ no glare
 	
  - visually impaired e.g. maximise residual sight, if touch can reach
 	
  - pupils with challenging behaviour e.g. in adult gaze; at front for eye contact
 	
  - pupils with short attention span/easily distracted, eg: sit on own
 	
  - learning difficulties who need a lot of support, eg: next to peer supporter
 	
  - short attention span, eg: distraction free zone
• What seating plans are you using and why?
• Will seating plans make use of peer support and how?	

9. How will you organise and group pupils in lessons? • Friendship groupings? • Mixed sex/same sex groupings? • Mixed ability/same ability groupings? • Specific pairs of pupils working together, eg: stronger reader/weaker reader?	
10. How will you deal with unexpected incidents? Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies?	
11. How will you ensure that all students feel equally valued through their experiences of: • the allocation of teacher and support staff time; • being listened to/ paid attention to; • being respected; • achieving; • interacting with their peers.	
12. How will you assess the outcomes? • Do you have a scheme for assessing the achievements of all? • Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self-evaluation? • How will you involve pupils in assessing their progress?	