

Accessibility Policy Appendix



Hinguar Primary School

<i>Review date</i>	Spring 2024
<i>Reviewed by</i>	Alison Waite
<i>Next review date</i>	Spring 2027

Introduction

At Hinguar, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents, Academy Committee Representatives and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We will challenge negative attitudes about disability and accessibility and are focused on developing a culture of awareness, tolerance and inclusion.

We recognise our responsibility to develop a common sense of purpose, shared responsibility between children, parents, staff and Academy Committee Representatives and the need to inform attitudes on this matter. This we shall achieve:

- As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.
- The School Website will make reference to this Accessibility Plan.
- The school's complaints procedure will make reference to the Accessibility Plan.

The headteacher will carry out an Access Audit of the school Appendix 1 and will produce the action plan based on the audit. The Trust will ratify the plan and agree any financial commitments therein. However, in the event of a request from parents or LA for a pupil to attend Hinguar, we would take professional advice to assess their level of difficulty and how access to various parts of the school and therefore their involvement to the whole curriculum could be achieved. We would strive to make all reasonable adjustments to facilitate the needs of each child within the limitations of the building and financial constraints.

At Hinguar we aim to:

- Foster confidence and independence in the children within a stimulating, secure and happy environment.
- Provide quality-learning opportunities, which allow the development of the children's full intellectual, physical, spiritual and emotional potential.
- Encourage children to become co-operative and willing members of society, fostering positive social attitudes and being responsible members of, and positive contributors to, the world in which we live.
- Develop in all members of the school community, self-esteem, a sense of mutual respect and sensitivity to the needs of others.
- Recognise and value the contributions that parents, carers, Academy Committee Representatives and other members of the community can make. We will endeavour to encourage parents to understand the aims and objectives of the school and to offer us their support.
- Support the personal and professional development of all the staff.
- Create an atmosphere where all staff are valued and appreciated.

Pupil information

The school holds a register of SEN and disability information based on the definition of disability in the DDA. Provision mapping provides information about what the school is already doing. It is the responsibility of the SENCo to record any actions taken to involve pupils and the outcomes that have been achieved regarding the following:

- a. Pupil Achievement – Class teachers, the standards team and senior leadership team analyse pupil progress and achievement frequently through the academic year so appropriate support is identified for pupils.
- b. Learning Opportunities – Review of the curriculum and further learning opportunities monitored and evaluated by class teachers, curriculum and inclusion manager ensuring that all pupils' learning needs are met, in particular those identified in Individual Education Plans
- c. Admissions, Transitions, Exclusions (including SEBD) – The Learning Mentor and pastoral team monitor the admissions, transitions and exclusions to ensure that children needs are met appropriately.
- d. Social Relationships – The school reviews and evaluates access and opportunities for developing social relationships between disabled pupils and also non-disabled pupils within and outside school hours, e.g. playtimes as well as after school clubs.

Staff information

Currently, the school holds a register of disabled employees and has made reasonable adjustments to support their working life in collaboration with the individuals concerned. The school seeks to actively involve disabled employees in reviewing information on the effects of our school policies and practices on the recruitment, development and retention of their disabled employees. It is the responsibility of the head teacher to record any actions taken in response to their disability to inform and review policy. This consultation process has been achieved through focused discussion concerning individual adult's needs at

- Induction meetings
- Occupational Health referrals
- Return to Work or well-being meetings

Parent information

There is no requirement to gather information on disabled parents, however, the school seeks their views through their involvement with the school, e.g parental contact

Views of those consulted during the development and review of the plan.

Hinguar Primary School consults with staff, pupils and parents in the development and review of the accessibility plan. This is achieved in a flexible and initiative led approach. Focus on access to the curriculum is more personalised to those pupils identified with a disability to ensure specific needs are identified for individual pupils.

The main priorities in the school's accessibility plan are:

- 1) Improve 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.
- 2) 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 able-bodied pupils. 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- 3) Improve the delivery of **written information** to pupils, staff, parents 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 within a reasonable time frame.

Implementing the Accessibility Plan

The school facilitates for these priorities through ongoing approaches that

- Ensure that staff and LSAs are well trained, supported and utilised
- Ensure that new pupils with disabilities are quickly but effectively identified, and their needs known and met
- Ensure that outside agencies continue to be approached in dealing with issues involving greater expertise than staff possess

Monitoring

The Plan will be monitored by the Trust Board and reported to the Academy Committee.

Appendix 1 Hinguar Primary School Accessibility Plan Spring 2024 – Spring 2027.

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.				
Target	Strategies	Timescale	Responsibilities	Success Criteria
To comply with the Equality Act 2010	<ul style="list-style-type: none"> Review all statutory policies to ensure that they reflect inclusive practice and procedure. 	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
To identify pupils who may need additional provision to ensure smooth transition	<ul style="list-style-type: none"> Liaise with pre-school providers/parents to review potential intakes for September 2024 and subsequent intakes to September 2027 Liaise with SENCos/Key Workers/parents to ensure clear transfer of records/information. Arrange multi-agency meetings where necessary to ensure the provision is appropriate. Observe children in the setting prior to attending. Identify changes in children's needs within progress meetings/ISP updates/from reports received to reflect identified needs. Meet with parents/carers regarding information sharing/updating child's needs. 	Summer term – transition Autumn term – follow-up	HT SENCo EYFS Lead	<p>Appropriate procedures, resources, equipment and strategies are in place.</p> <p>Parents are updated regularly updated/consulted regarding provision.</p>
To ensure all staff are full aware of the needs of all pupils who have an EHCP/SEND support.	<ul style="list-style-type: none"> Transition meetings in the summer term. Transfer of records/meetings with teacher and relevant staff. ISPs updated on Edukey. Provision maps updated to reflect individual children's needs. 	<p>Transition meetings – summer term</p> <p>Ongoing meetings with SENCo and Learning Mentor</p>	SENCo All staff	<p>All staff are clear about individual needs of pupils and their responsibilities in addressing those needs.</p> <p>ISPs are regularly updated and shared with parents throughout the year via Edukey and are reflective of the child's needs.</p>
To access outside agency support/advice for pupils with health needs.	<ul style="list-style-type: none"> Referral to specialist support teachers/EPs/SALT/ Health/OT for additional support/advice where needed. 	Ongoing updates and regular input throughout the	SENCo All staff involved with pupils with additional needs.	Pupil needs are met.

To improve curriculum access through the use of specialised equipment/resources and support from outside agencies.	<ul style="list-style-type: none"> • ASD, HI, VI needs met through access to specialist support/resources. • Regular consultations with parents for information sharing/targets/needs. • All provision identified on provision map. • Staff training to deliver any specialised interventions/equipment use. 	<p>year from outside agencies.</p> <p>At least termly meetings with SENCo/CT/ specialists involved.</p>	Specialist teachers and EP service.	<p>External advice is implemented and is impacting on ensuring that needs are met.</p> <p>Staff feel supported in meeting the needs of all pupils.</p> <p>Parents are regularly informed of and are confident in the identified provision.</p>
To regularly review the progress and attainment of pupils with SEND.	<ul style="list-style-type: none"> • Termly pupil progress meetings regarding progress and attainment of all pupils, including those with SEND. • ISPs to reflect the needs of pupils based on progress made. • Interventions are timely and SMART targets are implemented. 	<p>Termly pupil progress meeting</p> <p>Parent consultations x 2</p> <p>End of year report</p> <p>ISP/EHCP meetings.</p>	HT SENCo CT	<p>Expected progress has been made by all pupils.</p> <p>Progress towards the achievement of ISP targets is identified.</p> <p>Provision is regularly reviewed and amended as appropriate.</p>
<p>To ensure parents are fully involved in the ISP/EHCP process and understand how to support their child.</p> <p>To ensure that pupils are involved in the ISP/EHCP process, where appropriate.</p>	<ul style="list-style-type: none"> • Minimum of 1 x termly meeting for ISPs/EHCPs to review/discuss progress made against targets. • Parent/pupil views are discussed and considered when reviewing progress and setting targets. • Targets are SMART and clear and are regularly reviewed. • Interventions implemented reflect targets set. 	<p>1 x termly meeting with CT</p> <p>SENCo to be available where necessary.</p>	CT SENCo Parents	<p>ISPs/EHCPs reviewed with parents and new targets shared.</p> <p>Parents know how to support their child in progressing towards/ achieving their targets.</p> <p>All parents are aware of their child's needs.</p> <p>Meetings held with parents are evidenced.</p> <p>Parent views and feedback are monitored on Edukey.</p>
To audit/improve/purchase quality resources and	<ul style="list-style-type: none"> • Audit of resources and training needs. • Update and invest in any new resources which offer greater 	Ongoing	HT SENCo All staff	Improved access to the curriculum through the use of good quality resources/interventions/adaptations.

specialised equipment where necessary. To continue to train staff on the use of specialised equipment and understanding/meeting pupils' needs.	access to the curriculum for identified children across the school. • Staff training identified.			
To review out of hours provision and develop/ensure accessibility for all pupils.	• Monitor all clubs for accessibility and improve where possible.	Ongoing	HT SENCo Sports coaches	Where possible, all out of hours activities to be accessible to all pupils.
To continue to audit, review and develop staff expertise based on the needs of the school.	• Identify training needs. • Seek out appropriate training (internally/externally) and prioritise who, what, when etc.	Annually	SENCo SLT HT	Long-term training needs are identified and prioritised.

	Aim 2: To improve the physical environment of the school.			
Target	Strategies	Timescale	Responsibilities	Success Criteria
To continue to maintain the physical environment of the school to maintain accessibility for all pupils.	Indoor <ul style="list-style-type: none"> Identify needs of new intake and make reasonable adjustments to the physical environment. Assess needs of pupil and plan for a smooth transition. Plan classrooms accordingly. Maintain good working order of all facilities, including disabled toilets. Outdoor <ul style="list-style-type: none"> Maintain all areas to allow easy access. Seek pupil views through Class Reps in improving play areas. Fire routes – continue to follow procedures to ensure all 	Ongoing	HT SENCo Site Manager EstatesTeam All staff	<p>The environment is suitable for all disabled pupils entering school.</p> <p>Classroom environments are accessible and meet the needs of pupils wherever possible.</p>

	disabled pupils and staff are aware of safe routes.			
To ensure risk assessments/care plans are in place for key pupils and staff.	<ul style="list-style-type: none"> Risk assessments/care plans for pupils and staff are regularly updated and shared with staff. Risk assessments/care plans are regularly monitored and updated to meet pupil/staff needs. 	Ongoing	HT SENCo All staff	All staff are aware of risks and pupils safely access the curriculum and school grounds.
To ensure classroom environments meet the needs of pupils.	<ul style="list-style-type: none"> Ensure environments meet the needs of the children through learning walks, drop ins, pupil voice etc. and are adapted accordingly. 	Ongoing	HT SENCo All staff	Access to the curriculum is improved through the use of good quality resourcing, interventions and adaptations.
To provide a wider range of resources at lunchtime to support a range of different play types that ensure all pupils have the same opportunities.	<ul style="list-style-type: none"> Invest in new resources and training that promote play opportunities for all pupils. Seek pupil views through class voice. 	Ongoing	SENCo MDAs SLT	<p>All pupils enjoy their playtimes by engaging in a wider range of play opportunities.</p> <p>Resources used are accessible to all.</p>

Aim 3: to improve the delivery of information to disabled pupils, parents and visitors.				
Target	Strategies	Timescale	Responsibilities	Success Criteria
To update records to ensure that the school is fully aware of any disabled pupils/parents and their needs.	<ul style="list-style-type: none"> Office staff aware of parents' needs as notified and adapt material on request. Written information is converted as required into alternative formats. Risk assessments/health care plans are up to date and accessible to staff. Medical forms are regularly updated and accessible to staff. 	Ongoing	HT EYFS Lead SENCo Office team All staff	<p>All staff are aware of the needs of the school.</p> <p>All records are regularly updated.</p> <p>The school provides written information in different formats as required.</p>

	<ul style="list-style-type: none"> SEND paperwork is regularly updated in line with guidance. 			
To ensure that the school environment offers further information to pupils, parents and visitors.	<ul style="list-style-type: none"> Photographs of all staff on display with names is updated when there are staff changes. All classes are clearly labelled. Displays offer visual and written support/adaptations where needed. Photographs/images for visual support on display. Monitoring of the above via learning walks. 	Ongoing	HT SENCo Office staff All staff	Visual/written environment offers support to pupils, parents and visitors and is consistent throughout the school.
To continue to update and improve the school website to ensure information is fully accessible.	<ul style="list-style-type: none"> Website improved over time. Checklist completed for all statutory information to be included on the website. Ensure parents are fully aware of the information available on the website. 	Ongoing	HT SENCo Office staff All staff	<p>Website is updated regularly, is friendly and easy to access, all relevant information is available and is compliant.</p> <p>Website is used by parents and prospective parents.</p>
To continue to meet any specific future needs of pupils/families within school.	<ul style="list-style-type: none"> Assess needs and plan accordingly. Identify any specialist support needed and seek advice. Provision maps/risk assessments/care plans are regularly updated. Staff awareness and training where needed is addressed. 	Ongoing	Whole school	Needs of pupils/families are met wherever possible.