



# HINGUAR PRIMARY SCHOOL AND NURSERY



## ACCESSIBILITY POLICY AND PLAN

### Responsible members of Staff

Mrs. A Waite ( Headteacher)

Our designated governor for disability and access is Mr. D . George

This Policy was reviewed in Autumn 2020. This policy will be reviewed on a bi-annual basis.

“Hinguar Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, governors and volunteers to share this commitment”.

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

- Single Equality Scheme
- Staff Development
- Educational Visits Policy
- Special Needs
- School Improvement Plan
- Prospectus
- \*Curriculum
- \*Health & Safety
- \*Inclusion
- \*Behaviour Management
- \*Asset Management Plan
- \*Teaching and Learning

## **Introduction**

At Hinguar we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents, governors 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 governors 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 terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
- The School Website will make reference to this Accessibility Plan.
- The School's complaints procedure will make reference to the Accessibility Plan.

The head teacher will carry out an Access Audit of the school with the designated school governor (Appendix 1) and will produce the action plan based on the audit. The governing body 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, governors 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 behaviour 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 the 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 problems 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 designated governor and reported to governors.

**Appendix 1 Access Audit and Action Plan carried out by Alison Waite in September 2020.**

<b>Area</b>	<b>Audit</b>	<b>Action Required</b>	<b>Resources</b>	<b>Timeframe</b>
Entrance /Lobby	<ul style="list-style-type: none"> <li>• Main door has ramp for wheelchair access.</li> <li>• Automatic door opening.</li> <li>• Lighting levels good.</li> <li>• Office counter dual levelled for wheelchair access.</li> </ul>	Provision of induction loop in reception.		Summer 2021
Corridor areas	<ul style="list-style-type: none"> <li>• Flooring allows for easy movement of wheelchairs</li> <li>• Door openings wide enough for wheelchairs.</li> <li>• Colour contrasted door frames</li> <li>• Sticker to be added to second floor glass frontage opposite the library for those with visual impairments</li> </ul>	Glass stickers added to second floor glass frontage opposite library.		asap
Three floors	<ul style="list-style-type: none"> <li>• Lift access to all floors</li> </ul>	Lift in a constant state of disrepair which needs to be expedited asap as access to all floors is via the stairs only.		asap
Stairways	<ul style="list-style-type: none"> <li>• Colour contrasted handrails</li> <li>• Colour contrasted steps</li> </ul>	Barrier mechanism at top of stairway opposite lift access		Summer 2021
Classrooms	<ul style="list-style-type: none"> <li>• Floor surfaces avoid light reflection.</li> <li>• Sound proofing avoids sound reverberation</li> <li>• Sufficient circulation space for wheelchair access</li> <li>• Blinds available</li> </ul>	Provision of induction loops in classrooms		Summer 2021
Staffroom	<ul style="list-style-type: none"> <li>• Door access wide enough for wheelchair access</li> </ul>			
Hall	<ul style="list-style-type: none"> <li>• Door access wide enough for wheelchair access</li> <li>• Blinds available</li> <li>• Lighting levels good</li> </ul>	Provision of induction loops in hall.		Summer 2020
Playground	<ul style="list-style-type: none"> <li>• Exits to playground and outside areas are via steps.</li> <li>• Lift access to playground.</li> <li>• Access to disabled toilet</li> <li>• Playground on one level.</li> </ul>	Lift in a constant state of disrepair which needs to be expedited asap as access to all floors is via the stairs only.		asap
Toilet provision: child	<ul style="list-style-type: none"> <li>• Disabled toilet on all floors</li> <li>• Emergency alarm</li> <li>• Hygiene Room available on first floor</li> </ul>			
Toilet provision: adults	<ul style="list-style-type: none"> <li>• Disabled toilet on all floors.</li> <li>• Emergency alarm</li> </ul>			
Car park	<ul style="list-style-type: none"> <li>• Disabled parking available</li> <li>• Automatic lighting</li> <li>• Call point for assistance</li> </ul>			

## Hinguar School Accessibility Action Plan 2020-2022

### Improving the Physical Access at Hinguar Primary School

Target	Strategy	Outcome	Timeframe	Achievement
Wheelchair access	To consider installing a colour contrasted barrier at top of stairs for potential wheelchair users.	Barrier mechanism at top of stairway opposite lift access	Summer 2021	To ensure safer exit for wheelchair users

### Improving the Curriculum Access at Hinguar Primary School

Target	Strategy	Outcome	Timeframe	Achievement
Provision of a hard of hearing infrastructure.	To seek technical advice on integrating current technology within current sound system	Provision of induction loops in reception area, classrooms and main hall.	Summer 2021	Improved provision for hard of hearing.
Training for teachers on differentiating the curriculum	Cyclical self-evaluation incorporates differentiation and access to curriculum	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing	Increase in access to the National Curriculum Key priorities identified from monitoring to address and target underachievement in identified in specific curriculum or hidden curriculum areas.  Pupils with disability make expected rates of progress.
	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	Ongoing	
	Training for support staff and staff focused on appropriate support strategies Senco monitors practice within class and beyond	100 % lessons observed identify effective deployment and TA strategies to support pupils with disability	Ongoing	
Classrooms are organised to promote the participation and independence of all pupils	Ensure layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	Increase in access to the National Curriculum

### Improving the Delivery of Written Information at Hinguar Primary School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	<ul style="list-style-type: none"><li>• The school will make available converting written information into alternative formats.</li></ul>	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	<ul style="list-style-type: none"><li>• Review all current school publications and promote the availability in different formats for those that require it</li><li>• To review accessibility of website and information content relating to access and disability.</li></ul>	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved