



HALE CE

PRIMARY SCHOOL

ACCESSIBILITY POLICY

Heart of the Community
Accepting everyone
Love of God and neighbour
Excellence for all

Signed -----

Date May 2020

Signed -----

Date-----

Review frequency: Every three years.

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the headteacher.

Legislation: [Equality Act 2010: Schedule 10, Paragraph 3](#) and [Disability Discrimination \(prescribed Times and Periods for Accessibility Strategies and Plans for Schools\) \(England\) Regulations, 2005](#).

At Hale CE Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

Aims

- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the availability of accessible written information.

The Hale CE Primary School Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with parents, staff, governors of the school and will advise other school documents. The Accessibility plan will be reviewed annually in respect of progress and outcomes and provide a projected plan for the three years period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. It will be published on the school's website.

In the light of this the school will:

- Inform all staff that our policy for the provision of educational services ensures the inclusion of disabled pupils. Such communications will address the legal obligation of staff, and the school.
- Provide appropriate disability awareness training for staff, which will explain the school policy towards disabled pupils and the effective implementation and monitoring of it.
- Address acts of disability discrimination via the existing conduct codes, where appropriate.
- Encourage suppliers and contractors, to be sensitive to the needs of all members of the school community;

In order to ensure that the educational services the school provides effectively meet the needs of pupils with disabilities and with special educational needs the school will consult with disabled and special educational needs pupils, parents, staff, specialist teachers and appropriate local and voluntary organisations e.g. R.N.I.B

To reduce the barriers identified the school will: -

- Discuss collecting good practice on curriculum differentiation with other schools and settings and also appropriate CPD providers;
- Regularly review the access audit to identify potential barriers to access in all areas of the school life and recommend appropriate improvements (see attached Annex);
- Aim to provide appropriate training for staff and governors;
- Review and improve the school's arrangements for accessible information;
- Use the routine refurbishment, maintenance and equipment budgets to improve the physical environment of the school;
- Always consider accessibility when carrying out any improvements.

This policy should be read in conjunction with other school policies

- Curriculum Policy
- Equality Objectives
- Disability Equality Scheme
- Staff Development Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Improvement Plan
- Asset Management Plan
- School Brochure/ Prospectus and Vision Statement

The plan will include the following details as an Annex: -

1. The School Profile - (Pen portrait of school)
2. Barriers Check list
3. Activities
 - 3.1 Physical access
 - 3.2 Curriculum access
 - 3.3 Information access

- 4. Year one targets
- 5. Year two targets
- 6. Year three targets

1. The School Profile

The building, which was opened in 1992 is semi open plan, but modified in Summer 2015 to provide partitions to all classrooms except Reception. It is based on one floor with no steps. The main entrance and Junior entrance to the school are flat and have wide doors fitted. The main entrance is accessible to wheelchair users and features a secure lobby but doesn't have a low reception desk so is not fully accessible to wheelchair users. There are doors in the central corridor which are wide enough for wheelchair access. There are external classroom doors with ramps fitted so that they are accessible. There is a disabled access toilet which is fitted with a handrail and a pull emergency cord. There is emergency signage throughout the school. The grounds are largely level with a mixture of tarmac and grass. The school car park is close to the school entrance and has a short stretch of low kerb but it is not marked as disabled access.

2. Identifying Barriers to Access

Question	Completed	In Progress	Under discussion	Not yet addressed	Source
Organisational					
Are school visits, including overseas visits, made accessible to all Pupils irrespective of attainment or Impairment?	X				
Preparation for entry into school	X				
Grouping of pupils	X				
Homework policy and practice	X				
School discipline and sanctions	X				
Exclusion procedures	X				
School clubs and activities	X				
School trips	X				
The school's arrangements for working with other agencies	X				
Attitudinal					
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X				

Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X				
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	X				
Are there high expectations of all pupils?	X				
Do staffs seek to remove all barriers to learning and participation?	X				
Access to the curriculum	X				
School policies, e.g. anti-bullying, SEN policies, health and safety	X				
Interaction with peers	X				

Question	Completed	In Progress	Under discussion	Not yet addressed	Source
Curriculum Access					
Do lessons provide opportunities for all pupils to achieve?	X				
Are lessons responsive to pupil diversity?	X				
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X				
Are all pupils encouraged to take part in music, drama and Physical activities?	X				
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	X				
Do you provide access to computer technology appropriate for students with disabilities?	X				
Teaching and learning	X				
Classroom organisation	X				
Timetabling	X				
Assessment and exam arrangements	X				
Preparation of pupils for the next phase of education	X				

Information Access					
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			X		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	X				
Do you have the facilities such as ICT to produce written information in different formats?	X				
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	X				
School announcements	X				
Access to information	X				

Access Plan

AUDIT INFORMATION	KEY RECOMMENDATIONS
Physical Access	Make entry to school easy -amend car park markings when necessary. Make entrance fully wheelchair accessible by lowering the reception desk Canvass opinion of parents and governors regarding access
Curriculum Access	Liaise with appropriate support services / advisory teachers to help with whatever is needed for particular pupils
Information Access	Make appropriate enquiries & arrangements re, Braille, British Sign Language etc.

Physical Access

To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

SHORT TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will ensure that the environment is marked up so that pupils with Visual Impairment are able to move freely.	Started 2018/19 and ongoing as pupil moves through school	Class teacher, SLT, Parent & VI advisors	Pupil is able to move freely around school.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	All staff trained on Diabetes, Allergies, Asthma and administration of medicine. Training updated annually. 3 x Paediatric First Aid trained and First Aid at work completed. We liaise with parents and external agencies, identifying training needs and establish individual protocols/care plans where needed.	Ongoing To be constantly reviewed	Head Teacher & SLT Diabetic nurses, Asthma and Allergy nurses, School health services	To ensure that pupils with medical needs are able to access facilities as fully as possible.
Ensuring disabled parents have every opportunity to be involved	<input type="checkbox"/> Utilise disabled parking spaces for disabled to drop off & collect children <input type="checkbox"/> Make reasonable adjustments for all parents with disabilities or additional needs. <input type="checkbox"/> offer a telephone call to explain letters home for some parents who need this <input type="checkbox"/> adopt a more proactive approach to identifying the access requirements of disabled parents	Ongoing To be constantly reviewed	Whole school team Ongoing To be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

MEDIUM TERM

Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
To monitor and improve community links as necessary	School to continue to have strong links with schools in Halton Authority and the wider community.	Ongoing	SMT All staff	Improved awareness of disabilities/the wider community of Halton and the world and their needs Improved

LONG TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continue to develop and maintain playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters and relevant policies Bikeability for Year 6 children	Ongoing	PSHE Co-ordinator SMT	No accidents
To improve main school reception to make it fully wheelchair accessible	Access Bid to be submitted for necessary building alterations	TBC Access funding currently reduced	HT/Bursar	Reception refurbished and fully accessible to wheelchair users.

Curriculum Access

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.

SHORT TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery providers to review potential intake for new school year.	To identify pupils who may need additional or different provision for Sept Intake	Annual	HT EYFS teacher	Procedures/equipment/ ideas set in place by Sept.
To review all statutory policies on a rolling programme to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
To maintain close liaison with parents and outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or	To ensure collaboration between all key personnel and stakeholders	Ongoing	HT TAs Outside agencies	Clear collaborative working approach

mobility issues.				
To continue to ensure full access to the curriculum for all. E.g. full access for pupil with visual impairment	Employment of specialist advisory teachers; CPD for staff	Ongoing	Teachers	Advice taken and strategies evident in planning and practice
MEDIUM TERM				
Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
To continue to finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards PSP targets Provision mapping shows clear steps and progress made
To continue to monitor attainment of More Able pupils	Careful tracking of More able pupils, planning activities both within class and in small groups to challenge More able pupils. Liaise with outside providers to support More Able pupils	Ongoing Annually	All staff	More Able children making proportionate progress. Achieving above average results
LONG TERM				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To evaluate and review the above short and long term targets annually	See above	Annually	SMT, Core curriculum co-ordinators Governors	All children making good progress.
To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / SENCO meetings		Governors fully informed about SEN provision and progress

AS STAFF / PUPILS WITH DISABILITIES COME TO SCHOOL, EQUIPMENT, TRAINING WILL BE SOUGHT FOR APPROVAL FROM APPROPRIATE SUPPORT SERVICES

Information Access.

To improve the availability of accessible written information. To improve communication for all stakeholders with access difficulties

SHORT TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Parents with access difficulties	Regular communication with parents in a range of media Reasonable adjustments made for face to face meetings.	Ongoing	Class teacher SMT	Two way communication in place.
To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum.

MEDIUM TERM

Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
To continue to review children's records ensuring school's awareness of any disabilities	Information collected about new children. <input type="checkbox"/> Records passed up to each class teacher. <input type="checkbox"/> End of year class teacher	Annually	Class teachers Outside agencies	Each teacher/staff member aware of disabilities of children in their classes

LONG TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT	Effective communication of information about disabilities throughout school.

Year One Targets 2017 - 2018	Year Two Targets 2018 - 2019	Year Three Targets 2019 - 2020
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Physical Access

External classroom doors fitted with ramps to ensure accessibility for wheelchair users

Review provision in classrooms is suitable for pupils with ASD

Curriculum Access

Seek training for staff if the need arises

Purchase equipment, as required, to support pupils with disabilities

Information Access

Seek advice, if necessary

Physical Access

Paint yellow and black stripes on kerb, path edges and bollards Highlight classroom & outdoor area for Visually impaired pupil.

Curriculum Access

Seek training for staff if the need arises

Purchase equipment, as required, to support pupils with disabilities

Information Access

Seek advice, if necessary

Physical Access

Seek advice, if necessary

Curriculum Access

Seek training for staff if the need arises

Purchase equipment, as required, to support pupils with disabilities

Information Access

Seek advice, if necessary