



Handcross Primary School Accessibility Plan 2018-21

Date policy was reviewed and updated by the Safeguarding Committee: January 2018

Date of next review: January 2021

At Handcross School, every child is special

Aims for the School

- To make all children and staff feel safe, happy, respected, cared for and have a sense of belonging. To create a trusting atmosphere in which the spiritual life and personal qualities of the children will flourish and their growing confidence and independence nurtured.
- For there to be high expectations which inspire, motivate and challenge **every** child to learn in every aspect of a broad curriculum. For the children to learn how to think independently, develop their imaginations and have fun. For every day to be used to the full.
- To have good working relationships between all who work in the school and a strong partnership with the parents, other schools and the community.
- To create an in/outdoor environment which is attractive, lively, stimulating, informative and which supports the children's learning.
- For the learning to be based on our knowledge of *how* children learn, the preferences and interests expressed by the children themselves and from stimuli within the locality.
- For exciting and memorable lessons to be well planned and resourced, with plenty of rich, satisfying, enjoyable, multi-sensory experiences, and for lessons to be suitably differentiated to meet every individual need.
- For the good and relevant use of IT to be fully exploited.
- To set short, medium and long-term goals which challenge and stretch each individual, and for progress to be carefully tracked.
- For teachers to accurately assess individuals at every stage of the learning so that the resulting interventions have a direct *impact on the children's learning*.
- For the children to be able to talk about their progress towards their targets, and for their achievements to be celebrated.
- For the children to be prepared to lead a life within a diverse and constantly changing society, in which they will respect British values, adopt a healthy lifestyle, achieve economic well-being, and make a positive contribution.

September 2017

This policy will be reviewed by the Governors as part of their cycle of policy review, or in response to additional guidance from the Department for Education.

Purpose of Plan

This plan shows how Handcross Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- A. Increasing access for disabled pupils to the school curriculum
- B. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- C. Improving the delivery of written information to disabled pupils and disabled parents. This includes planning to make written information that is normally provided by the school to its pupils and parents available to disabled pupils and parents. The information should take account of the nature of the disabilities, the preferred formats of the pupils' and parents' and be made available within a reasonable timeframe.

Current Range of known disabilities

At present, we have no wheelchair dependent pupils, parents or members of staff. We occasionally have grandparents with limited mobility and we provide suitable seating for assemblies and performances in the Hall.

The school has children with a range of disabilities which include two children with insulin dependent diabetes and children with moderate and specific learning disabilities.

Contextual Information

The original school was built 1878. There have been many additions to the original building, those that were added since the 1990s have taken into account the needs of people with physical disabilities.

Every part of the school is accessible for wheelchair users and those with limited mobility apart from the two upstairs classrooms, but they cannot necessarily take the most direct route from one end of the school to the other due to the four steps in the main corridor and the Early Years corridor. However, there is a handrail for those with limited mobility. The new half of the building includes a toilet with access for people with physical disabilities

A. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

| Target | Strategies | Time-Scale | Responsibility | Outcome |
|---|---|--------------------------|-----------------------|---|
| Increase confidence of all staff in differentiating the curriculum | Be aware of staff training needs on curriculum access. Assign CPD for differentiation and recording methods. | On-going and as required | SENDCO | Raised staff confidence in strategies for differentiation and increased pupil participation |
| Ensure all staff are aware of disabled children's curriculum access | Set up a system of individual plans for disabled pupils when required. Information sharing with all agencies involved with child. | As required | SENDCO | All staff aware of individual needs |
| Use IT software to support learning appropriately | Make sure software installed where needed | As required | SENDCO/IT coordinator | Wider use of SEN resources in classrooms |
| All educational visits to be accessible to all | Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness. | As required | HT/EVC | All pupils able to access all educational visits and take part in a range of activities. |
| Review PE curriculum to ensure PE accessible to all | Gather information on accessible PE and disability sports. Seek disabled sports people to come into school. | As required | PE co-ordinator | All have access to PE and be able to succeed. |

B. Improving access to the physical environment of the school

We keep resource provision under constant review. The schools Development planning process is the vehicle for considering such needs on an annual basis.

| Target | Strategies | Time-Scale & Responsibility | Success criteria |
|---|---|--|--|
| The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors | <p>Disability Equality Letters go out to Parents and new members of Staff on entry to the school and these are followed up according to the policy so that we are aware of any needs regarding disability.</p> <p>To create access plans for individual disabled pupils as part of the ILP process when required. Be aware of staff, governor and parents' access needs and meet as appropriate.</p> <p>Through questionnaires and discussions find out the access needs of parents/carers.</p> <p>Consider access needs during the recruitment process.</p> <p>Ensure staff are aware of Environment Access Standard</p> | <p>As required at Induction and on-going if required</p> <p>Annually during recruitment process</p> <p>SENDCO & HT</p> | <p>ILPs in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p> |
| Improved mobility for parents/carers with limited mobility. | Install parking bay in staff car park for those with Blue Badges | When the new tarmac is laid by WSCC | |

C. Improving the delivery of written information to disabled pupils

This will include making written information for pupils which is normally provided by the school available to disabled pupils. Examples might include hand outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools IT infrastructure will enable us to access a range of materials supportive to need.

| Target | Strategies | Time-Scale | Responsibility | Success Criteria |
|--|---|---|---------------------|---|
| Review information to parents/carers to ensure it is accessible | Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms. Ensure website and all documents are accessible via the school website and that they can be accessed by the visually impaired. | During induction On-going Current | School Office Staff | All parents receive information in a form that they can access. All parents understand what are the headlines of the school information. |
| Improve the delivery of information in writing in an appropriate format | Provide suitably enlarged, clear print for pupils with a visual impairment | As required | SENDCO and CTs | Excellent communication |
| Ensure all staff are aware of guidance on accessible formats | Guidance to staff and accessible information | On-going | SENDCO | Staff produce their own information |
| Annual Review of Statements / EHCPs information to be as accessible as possible. | Develop child friendly ILP Review formats | On-going | SENDCO | Staff more aware of pupils preferred method of communication. |
| Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems | Access to translators, sign language interpreters to be considered and offered if possible | As required | SENDCO | Pupils and/or parents feel supported and included. |
| Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information. | Ensure website is fully compliant with requirement for access by person with visual impairment Ensure Prospectus is available via the school website as needed | As required | Office | All can access information about the school |