



Handcross Primary School Accessibility Plan 2015-18

This policy was reviewed and updated in January 2015

Date reviewed by the Safeguarding Committee: February 2016

Date of next review: February 2018

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 2016

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, although we have fairly recently had a parent and also a child with hearing impairment and there were various devices that we used to improve communication. We have also had two parents with limited mobility and consulted them on their needs which centred around suitable seating for parent events like parent evenings and performances in the Hall.

The school has children with a range of disabilities to include 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	SENCO	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	SENCO	All staff aware of individual needs
Use ICT software to support learning appropriately	Make sure software installed where needed	As required	SENCO/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	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. Through questionnaires and discussions find out the access needs of parents/carers. Consider access needs during the recruitment process. Ensure staff are aware of Environment Access Standard	As required Induction and on-going if required Annually Recruitment process SENCO & HT	ILPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
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 ICT 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	SENCO and CTs	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff and accessible information	On-going	SENCO	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	SENCO	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	SENCO	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