



Hagley Primary School

School Accessibility Plan (Disability Policy)

Date reviewed: September 2023

Date of next review: September 2024

Responsible member of staff: Vanessa Payne

RCare

Signature:

.....

(Chair of governors)

Vanessa Payne

Signature:

.....

(Head Teacher)

Hagley Primary School fully recognises its responsibilities for safeguarding children. This policy is to be read in conjunction with the Safeguarding Policy.

1. Introduction

This plan is drawn up in accordance with the duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) and duplicated in the Equality Act 2010 (the "Act") and with regard to the SEND Code of Practice 2015.

Hagley Primary's School buildings are not predominately well designed to meet the needs of disabled pupils:

- The school is built over four levels with steps between each one and is two storeys in the KS2 block;
- All first-floor classrooms in the KS2 block can be accessed via a lift;
- Use of the classrooms can be rotated to meet pupils' needs;
- All public-access rooms, including front and back entrances, toilets, medical room, learning zone and hall are on the ground floor, with no steps;
- There is a disabled toilet located in the KS2 block cloakroom area.

2. Definition of Disability

Disability is defined by the Equality Act 2010 as follows:

"a disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day to day activities".

The effect must be substantial, long term and adverse.

3. Key Objective

Our key objective is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

4. Principles

- i. Compliance with the Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;
- ii. The school recognises its duty:
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps and make adjustments that are reasonable, to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan
- iii. In performing their duties, governors recognise accountability for ensuring the implementation, review and reporting on progress of the Accessibility Plan.
- iv. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.
- v. The school provides all pupils with a broad and balanced curriculum, differentiated, and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 and the SEND Code of Practice 2015. These principles include but are not limited to:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

5. Activity

Hagley Primary School has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- To increase the extent to which disabled pupils can participate in the school curriculum. This includes the provision of specialist aids which may assist in delivery of the curriculum e.g. Visualiser, sports equipment, provision of laptops where necessary
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled e.g. handouts, textbooks and information

An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given time frame. The plan is to be reviewed and updated at least every 3 years.

6. Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils and are aware of its importance. Teachers are aware of their duties pursuant to The Teacher Standards 2012.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

7. Physical environment

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and contrasting colour schemes, and more accessible facilities and fittings.

8. Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

9. Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- Staff Development Plan
- SEND Policy
- Equal Opportunities Policy
- Curriculum Policies

10. Review

The Accessibility Plan is reviewed annually by the Governing Body. The review will look at each action and assess whether the actions in Appendix 1 have been met or require further attention.

The plan is also available in the following formats, on request to the Personnel Office: email; enlarged print version; other formats by arrangement.

Appendix 1 Hagley Primary Accessibility Plan

Access to the Curriculum						
Priority	Lead People	Strategy/Action	Resources	Time	Success Criteria	Review
Develop inclusive, quality first teaching	All teaching staff	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs	Staff meeting	September	Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons. Pupil Progress meetings identify those children that need additional support.	Staff consider / record barriers to learning throughout the planning process. Lesson tasks are scaffolded as needed to ensure access to all subjects.
To deploy Teaching Assistants effectively to support pupils' participation	SLT	Review needs of each class. Ensure staff skills are matched to pupil need.	SEN budget and HR budget	Ongoing	All pupils are supported to access lessons and achieve.	EHCP funding is used to deploy 1:1 TA's as appropriate. TA's support SEND pupils both in class and through intervention
Develop as an 'autism friendly' school	SenCo	Training attended by teachers	Staff budget	Ongoing	Increased access to the curriculum for pupils with autism. Autism audit demonstrates that classroom practice is adapted to meet the needs of children with autism.	Individuals who work with pupils with ASD have had training through Chadsgrove. Going forward the CCN team will be offering a link for each school with an Autism Awareness Mentor, who we can access for support/training.
Appropriate use of specialised equipment to benefit individual pupils and staff	SenCo	Reasonable adjustments in the classroom checklist to be shared with all staff (attached as Appendix 2) Commit to provide appropriate ICT resources to meet pupil need	Specialist equipment	In place and ongoing	Increased access to the curriculum. Needs of all learners met.	Staff are experienced to make ongoing reasonable adjustments to equipment / resources to meet needs.

Provide specialist play equipment and seating items	SenCo/Class Teachers	Enable disabled pupils to enjoy play which would usually be inaccessible to them.	Specialist equipment e.g. batting tee ringing football. Wobble chairs and cushions to be used as needed		Disabled pupils have active, inclusive playtimes – ‘wet play’ and outside play – with peers. Children identified as needing NHS OT supportive strategies use equipment	Several children benefit from wobble cushions, wobble stools and fidget feet to aid their focus and engagement.
Parental and pupil feedback	SenCo	Questionnaire/consultation with parents of pupils with SEND.		July	Feedback used to inform future priorities and school improvement.	Responses to parent questionnaire July 2021 stated: My child’s Educational Needs are being met: 91%, My child’s well-being needs are being met: 96%, My child gets the help and support they need to achieve their best: 94%

Access to the Physical Environment

Priority	Lead People	Strategy/Action	Resources	Time	Success Criteria	Review
Improvements to aid those with a visual impairment	Site Manager	Maintenance of external steps and manhole covers highlighted in yellow non slip paint. Bull noses clearly marked	Premises budget	Ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.	External steps have been replaced and step edges marked appropriately. This is reviewed annually. Internal steps have coloured bull-nosed edging to them. SENCo would need to liaise with SM if additional measures required at any time. Budget to be assessed at the time.
Improvements to aid access those with an impairment	Business Manager / SENCO	Braille signs on doors/equipment, where appropriate. Improve handrail and signage to clearly demarcate routes and glass panels	Cost of Braille adaptations H&S budget	Ongoing	More independent access and wayfaring for pupils with an impairment or disability	Many glass panels, handrails and stairways have had posters and access arrows added to improve the visibility however, no visually impaired pupils on school roll currently and therefore SENCo to liaise with SBM and SM if another child with such needs comes to the school. Budget to be assessed at the time.

Improve signage to indicate access routes around school	Business Manager	Signs indicate disabled parking bays, lifts, and wheelchair friendly routes around school. Provide access plan of building in reception area for visitors to school	Cost of signs, where needed. H&S budget	February	Disabled pupils, parents and visitors aware of wheelchair access to all parts of the school.	Disabled car parking bays have been repainted and are clear. Currently no disabled in school requiring wheelchair access and therefore no signage required at this time. SENCo to liaise with SM and SBM if this changes. Budget to be assessed at the time.
Improve the quality of provision for children with specific emotional needs	Thrive Practitioner	Use Thrive room for pupils with additional needs	H&S budget and SEN budget	Ongoing	All pupils who need access to a tranquil space or Safe Space due to emotional needs have a designated space (described in Individual Provision Map). A quiet sensory garden will be used.	Thrive have a calm base which is used throughout the day for support / intervention but also as a lunchtime club. A padded calm room is also available for children who become emotionally dysregulated and are a risk to themselves and others.
Appropriate uses of colour schemes for internal/external decoration to benefit pupils with visual impairments	Business Manager	Follow advice on contrasting colours & re-decorate as necessary.	Cost of redecoration Build into maintenance budget	Ongoing	Physical accessibility of school increase. Steps and handrails safer for pupils/adults with visual impairment. Areas maintained on a regular basis.	No children at school with this need currently. SENCo to liaise with SM and SBM should a pupil start here that requires these changes. Budget to be assessed at the

						time.
Handrails and grab rails	Site Manager	Maintain grab rails around school site, including classrooms and other appropriate locations. To review and update following discussion with adviser.	Cost of new grab rails as needed	In place and ongoing	Accessibility of school and play areas increased. Physically impaired pupils able to access all areas. All areas regularly reviewed.	School is well maintained and SENCo to liaise with SM and SBM should a new need arise. Budget to be assessed at the time.
Provision of wheelchair accessible toilets with changing facilities	Business Manager	Maintain a wheelchair accessible toilet with electronic changing tables.	BMA Room in Conkers	Ongoing	Physical accessibility of school increased. Regular services checks	BMA is fit for purpose and maintained regularly and in accordance with guidelines.
Safe access around exterior of school	Site Manager	Ensure that pathways are clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise. Remarking and allocation of spaces in car park. Increase capacity of car park to remove kerbs. CCTV dummy cameras to be installed. Slope or lift to be installed if necessary or include a covered walkway on the exterior. Extra gates installed for access for vehicles and disabled appropriate.	Cost included in grounds maintenance contract. Health & Safety budget, Devolved Capital	Ongoing	Disabled people to move unhindered along exterior pathways. Security of the site will be monitored. Markings will enable greater usage.	Car park has been remarked. Grounds maintenance contractors are doing a good job in accordance with the schedule laid set by school. Dummy CCTV cameras have been installed. Chadsgrove and WCC confirmed no covered walkway or lift or slope is required. The short distance from KS1 to KS2 is perfectly acceptable in order to access all areas of the school. No additional entrances are required to gain

						entrance to any area of the school. All external front entrance doors are fob system access to ensure safety of remaining children, access is arranged prior to visit.
Disabled parking	Head Teacher	Ensure disabled parking spaces are always available for those staff, parents and pupils	None	Ongoing	Disable badge holders always able to access disabled parking, when required. Prompt action taken for users who do not park appropriately.	HT or DHT would authorise use of, and regular use of the disabled bays. Admin staff can authorise one off situations. Staff can use disabled spaces if required and where a blue badge is present. Parents and carers will park at their own risk and are made aware of parking restrictions.
Outdoor sensory provision	SLT	Develop well-being Garden and outdoor areas in terms of seating, quiet time and sensory simulation. This will be located as an additional extension to the library.	School improvement	Ongoing	Outside areas used more effectively to increase access for pupils.	The area initially identified for a Sensory Garden is to be turfed and used as a calm outside space / classroom. The cost of landscaping and installing a full sensory area was prohibitive, along with access being required to the main sewer that runs underneath that area.

Availability of written material in alternative formats	Deputy Head Teacher	All staff and parents aware of services available for requesting information in alternative formats.	Contact details and cost of translation/adaptation	Reviewed as an when required	Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats.	No current need adjustments to be made as need arises.
Improvements to help those with hearing loss	Governors	Hearing loop fitted in main reception. Obtain quotes and identify possible funding.	Cost of hearing loop	Depending on need	Communication improved for pupils, parents and visitors with a hearing impairment.	No current need adjustments to be made as need arises.

Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers working with the Project found useful in thinking of a range of adjustments they might want to make.

1.	Pre-planning information	
	Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?	
	Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?	
	If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Phase Leader, Head Teacher or Deputy Head Teacher or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.	
2.	What preparation have you made with the class/group for:	
	One to one peer support	
	Collaborative teaming	
	Group work	
	Valuing difference of race, gender, ethnicity, disability or religion	
	How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?	
3.	Lesson planning: how will you support the needs of all learners?	
	Consider:	
	• Timing	
	• Variation of activities	
	• Types of activities [concrete/pictorial/abstract]	
	• Reinforcement of key ideas	
	• Extension work	
	• Recall of previous work	
	• Links to future work	
	• Clear instructions	
	Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?	
	Are you able to access specially adapted equipment for some students to enable them to participate fully?	
	If not, can an alternative way be found?	
	Will the diversified and differentiated work allow all pupils to experience success at their optimum level?	
4.	What different teaching styles are you going to use?	
	Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?	
	Auditory e.g. use storytelling, talk for writing, oral rehearsal, effective questions, problem solving, clear sequencing, music, singing?	
	Kinaesthetic e.g. use movement, role play, artefacts, use the environment.	
5.	Prepared materials	
	Are written materials accessible to all: formats; readability, length; content?	
	Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, numicon, dienes etc, are they accessible to all?	
	Appropriate use of augmented communication and ICT	
6.	Self-presentation	

	Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?	
	Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?	
	How will you use your voice in the lesson, e.g. volume, tone and make sure all children are understanding you?	
	Where will you position yourself in the classroom and when?	
7.	Use of support staff	
	Have you met with or at least communicated with support staff before the lesson?	
	How are you going to use other adult support in the lesson?	
	Does their use allow all children to be equally included in the class activities?	
	If you are using support staff for withdrawal, how do you know the pupils are gaining from this?	
	If you are using withdrawal, how are the groups organised?	
8.	Classroom organisation	
	Is seating carefully planned and/or the activity accessible for pupils with:	
	• Mobility impairments e.g. circulation space, table height	
	• Hearing impairments e.g. sight line for lip reading/interpreter/no glare	
	• Visually impaired e.g. maximise residual sight, offer ICT	
	• Pupils with short attention span/easily distracted, e.g. sit on own	
	• Learning difficulties who need a lot of support, e.g. next to peer supporter	
	• Short attention span, e.g. distraction free zone	
	What seating plans are you using and why?	
	Will seating plans make use of peer support and how?	
9.	How will you organise and group pupils in lessons?	
	Friendship groups?	
	Mixed sex/same sex groupings?	
	Mixed ability/same ability groupings?	
	Specific pairs of pupils working together, e.g. stronger reading/weaker reader?	
10.	How will you deal with unexpected incidents?	
	Are you aware of the systems for dealing with unexpected incidents, e.g. evacuation, fainting or fits, incontinence, medical emergencies?	
11.	How will you ensure that all students feel equally valued through their experiences of	
	The allocation of teacher and support staff time	
	Being listened to/paid attention to	
	Being respected	
	Achieving	
	Interacting with their peers	
	Recognition of school values	
12.	How will you assess the outcomes?	
	Do you have a scheme for assessing the achievements of all?	
	Have you looked at alternative forms of assessment? E.g. video recording progress, peer evaluation, self-evaluation?	
	How will you involve pupils in assessing their progress?	