



# THE HILL PRIMARY ACADEMY ACCESSIBILITY PLAN

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Written by	SENDCO
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## **THE HILL PRIMARY ACADEMY ACCESSIBILITY PLAN**

### **Policy Statement**

At The Hill Primary Academy we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children.

We believe in providing an education which is 'accessible for all', regardless of disability.

The Accessibility Plan should be read in conjunction with the following school policies:

- Behaviour Policy
- SEND Policy

plus the following Astrea Academy Trust Policies:

- Inclusion Policy
- Trust-wide Health & Safety Policy

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (1995).

The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body.

### **Purpose of the Plan**

This plan shows how The Hill Primary Academy 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**

- Increasing access for disabled pupils to the academy's curriculum (this includes teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of the academy (this includes improvements to the physical environment of the academy and physical aids to access education).

- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the academy to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

### **Contextual Information**

The Hill Primary Academy is set in an ex-mining community. The academy is two buildings that have been joined by an indoor corridor and reception area. The majority of the school is one floor, particular in Key Stage 2. There is wheel chair accessibility to the dining hall that can then be used to access the Key Stage 1 area. Disabled toilet provision is available on the ground floor in reception and there are also disabled toilet facilities in Foundation Stage 2.

Some access to the school is via several steps; however there are ramps around the building at select locations to enable wheelchair access. The Foundation children are housed in a single story building which has wheelchair access throughout. There are a number of disabled parking spaces outside the school main entrance.

### **Current Range of known disabilities**

The academy has children with a range of disabilities and impairments including moderate and specific learning disabilities, mobility issues and hearing impairments. Although we currently have a number of children and parents with mobility issues; none of these are wheelchair dependent.

### **Increasing access for disabled pupils to the academy curriculum.**

Improving teaching and learning lies at the heart of the academy's ethos; 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 inclusive classes.

It is a core value of the academy that all children are enabled to participate fully in the broader life of the academy. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits (including residential visits).

Short term targets	Strategies	Time Scale	Responsibility	Success Criteria
Staff are confident about meeting the needs of children with a disability and are responsive to their needs within lessons.	Be aware of staff training needs on curriculum access  Assign CPD for aspects of disability and meeting needs	Term 1 20-21  On- going and as required	Leadership Team	Raised staff confidence in strategies for differentiation and increased pupil participation across all areas of the curriculum
All school staff and the governors have had access to training on disability equality and inclusion.	Be aware of staff training needs  Staff access appropriate CPD	Term 1 20-21  As required	SENDSCO	Raised confidence of all staff
Classrooms are optimally organised and resourced for disabled children.	Develop guidance for setting up the environment  Provide CDP opportunities around using the environment to support specific areas of need	Term 1 20-21  If/when a new pupil joins a cohort	Class teachers with support from SENDSCO	Environments meet the needs of all pupils and support their participation in the classroom

Positive images of people with different abilities are <b>apparent in the classrooms</b> and embedded in the curriculum.	Share expectations for representation of different abilities with staff  Signpost appropriate materials that support staff	Beginning term 1 20-21	Subject leaders	Difference is celebrated within the classroom environment
Staff recognise and allow for the mental effort/additional time required by some disabled children.	CPD around areas of needs and specific ways of supporting these	Term 2 20-21	SENDCO	Children are supported in accessing the learning in the classroom through facilitation by all adults
<b>Medium term targets</b>	<b>Strategies</b>	<b>Time Scale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Ensure staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with the child  Set up 'Diary of involvement' for each child to track support	By the end of term 3 20-21	SENDCO	All staff aware of individual needs
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. alternative forms of exercise are given in PE and games for disabled children.	Gather information on accessible PE and disability sports  Seek disabled sports people to come into school  Develop strategies to support all pupils to take part in lessons which may be more difficult for them to access	By Term 1 21-22	Subject leaders and class teachers	All to have access to a broad and balanced curriculum and be able to excel
When planning/developing the curriculum children's disabilities are planned for appropriately.	Research appropriate strategies to support all children in each subject  Embed appropriate strategies in to the curriculum offer  Provide staff with CPD on supporting pupils across all subjects	By Term 3 20-21	SLT and subject leaders	All children have access to a broad and balanced curriculum within which they can enjoy and achieve
Positive images of people with different	Source appropriate images/materials across the	By term 1 21-22	Subject leaders	All children are well represented

abilities are apparent in the classrooms and <b>embedded in the curriculum.</b>	curriculum  Embed these in to the curriculum offer			throughout the curriculum and feel a sense of belonging
Long term targets	Strategies	Time Scale	Responsibility	Success Criteria
Use ICT equipment and software to support learning	Machines and materials are chosen to support children with a disability.  Provision of laptops is considered to aid recording and / or communication.	As ICT equipment is renewed over the 3 year cycle	ICT / SENDCO	Wider use of SEN resources in classrooms

### **Improving access to the physical environment of the academy**

The Hill Primary Academy is continuing to grow and develop. It is hoped that in the near future we will be able to develop the buildings, in order to provide more engaging learning space and to improve the facilities.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The academy improvement planning process considers such needs on a regular basis.

Short term targets	Strategies	Time Scale	Responsibility	Success Criteria
Ensure appropriate equipment/resources are provided in the classroom	Seek support external agencies about the appropriate equipment for children with a disability	Term 1 20-21 and then ongoing as required	SENDCO/ external agencies	All children/parents and staff have access to equipment/ resources needed
Emergency and evacuation systems set up to inform all pupils including children with SEN.	Put in place Personal Emergency Evacuation plans (PEEP) for all pupils with difficulties leaving the building unaided	Term 1 20-21	SENDCO	All disabled pupils and staff working alongside are safe in event of evacuation
	Ensure staff working with disabled pupils are aware of their responsibility in an emergency	Term 1 20-21	SENDCO	
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	Any equipment not functioning correctly is reported to the facilities manager  The facilities manager contacts the appropriate external agency when routine maintenance and repairs are needed	Term 1 20-21 and then ongoing	Facilities manager	All specialist equipment works as it should and repairs are done promptly when necessary

Medium term targets	Strategies	Time Scale	Responsibility	Success Criteria
Emergency and evacuation systems set up to inform all pupils including children with SEN.	Make emergency signage more child friendly to ensure accessibility by all pupils	Term 3 20-21	SEND/CO/admin/ facilities manager	All pupils with disabilities and staff working alongside are safe in event of evacuation
Layout of the academy to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	Term 3 20-21	Principal /Governors/ facilities manager/ school surveyor	Re- designed buildings are usable by all
The size and layout of areas allow access for all children, including wheelchair users.	Ensure the KS1 classrooms are accessible to all pupils	Term 3 20-21	Principal /Governors/ facilities manager	Pupils with a disability located in KS1 are able to access their classroom and all other areas of provision.
Labels and signs are presented pictorially and in written word if needed for people with a disability.	Ensure signage around school is accessible by all pupils and easy to understand	Term 1 21-22	Principal /Governors/ facilities manager	Pupils with a disability are able to understand and use signage around school
Long term targets	Strategies	Time Scale	Responsibility	Success Criteria
Emergency and evacuation systems set up to inform all pupils including children with SEN, <b>including alarms with both visual and auditory components.</b>	Install a light system that indicates when the fire alarm is sounding for those with HI	Term 1 22-23	Facilities manager	All pupils will be aware when there is an emergency and they need to evacuate the building

### Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils. Examples might include handouts, textbooks and information about the academy's 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 academy will need to identify agencies and sources of such materials to be able to make the provision when required.

Short term targets	Strategies	Time Scale	Responsibility	Success Criteria
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged clear print for stakeholders with a visual impairment	Term 1 20-21	Admin	Excellent communication
Annual review information to be accessible to all stakeholders	<p>Develop child friendly ISP review formats</p> <p>Use graphic facilitation to support children's understanding of annual reviews</p> <p>Use graphic facilitation for pupil voice to allow all children to share their views at some level</p>	Term 2 20-21	SENDCO	Staff more aware of pupils preferred method of communication
Staff are familiar with technology and practices developed to assist people with disabilities.	Targeted CPD is provided by external professionals to support staff with the needs of pupils within their class	Term 1 20-21 and ongoing as and when required	External professional	Staff are aware of specific needs of disabled pupils and are able to use appropriate technology and strategies to assist them
Medium term targets	Strategies	Time Scale	Responsibility	Success Criteria
ICT facilities are used to produce written information in different formats as appropriate.	<p>Make use of existing software and hardware to produce written information in formats that are appropriate to the needs of children and parents</p> <p>Provide CPD around how ICT can be used to support in the classroom</p>	<p>By the end of term 3 20-21</p> <p>By the end of term 3 20-21</p>	<p>Admin staff and class teachers</p> <p>SENDCO</p>	Written information both in the classroom and in other areas of school will be accessible to all
Long term targets	Strategies	Time Scale	Responsibility	Success Criteria
Information is provided in simple language, symbols, large print, on audiotape or in braille for children people and prospective pupils who may have difficulty with forms of printed information.	<p>Recordings to be made of staff reading important information for new starters that have a visual impairment</p> <p>Symbols are used, where possible, to produce child friendly information for new starters</p>	Term 3 21-22	SENDCO/Admin/ICT	All children starting the school will be able to access key information in their chosen format

ICT facilities are used to produce written information in different formats as appropriate.	<p>As ICT equipment is renewed, ensure appropriate hardware and software is purchased</p> <p>Continually research and purchase appropriate software to support children</p>	As ICT equipment is renewed over the 3 year cycle	ICT / SENDCO	All written information around school, regardless of the target audience, will be provided in formats that are accessible to all stakeholders
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