

Howden-le-Wear Primary School



Accessibility Plan

2018-2020

Policy and Practice

Introduced: September 2018

Review Date: February 2020

Reviewer: Headteacher

Adopted by the Governing Body: Autumn Term 2018

At Howden le Wear Primary School we want all children to enjoy school. We are committed to giving all of our children every opportunity to develop their full potential. We do this by taking account of pupils' varied life experiences and needs. We offer a broad, balanced and creative curriculum and have the highest expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of the Plan:

This plan shows how Howden le Wear Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. Plans for accessibility improvement are developed through our school evaluation and developmental planning process. Our action planning for improvement addresses the following:

- **Physical facilities**
- **The school curriculum**
- **Support services**
- **Awareness**
- **Communication of information**

Definition of disability under the Equality Act 2010: You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal activities.

What 'substantial' and 'long-term' mean:

- 'Substantial' is more than minor or trivial – eg: it takes much longer than it usually would to complete a daily task like getting dressed
- 'Long-term' means 12 months or more – eg: a breathing condition that develops as a result of a lung infection

Physical

Process for Identifying Barriers:

Our original school was built in 1974 and we were fortunate to undergo a full refurbishment in 2005. We are a single site school that is on one level. In 2018 we added a demountable classroom to our site to address growing pupil numbers. However, to ensure the building remains accessible for all, the Head teacher will monitor all risk assessments and service use and as part of the school evaluation process. Feed back to the Governing Body will be given regarding any modifications that may need to be made to ensure the building can be accessed and used by all.

Access of current provision:

- The building is all on one level with no stairs, kerbs or raised areas needed to access the building.
- There are no stairs within the building and all doors and corridors are wide enough for a wheelchair to pass through.
- The paths leading to the building from the main path are wide enough for a wheelchair to pass comfortably.
- There is no designated disabled parking; however, the private staff car park can be utilised for disabled parking should this be required.
- Gates leading into the main school access are wide enough to accommodate a wheelchair and the entrance door can be fully held open.
- The main building and the demountable classroom have one accessible toilet each both with emergency lighting and buzzer system.
- There are different height tables throughout the building to accommodate need within the school.
- There is flexibility and versatility in all classrooms to accommodate any pupils with physical needs. All tables and chairs can be moved.

- The school is served by a wireless system enabling internet access at any point in the building or demountable classroom.
- The school have a number of portable devices such as iPads and laptops for pupils use.

Objectives for Improvement in Access to the Physical Environment 2018-2020

Target	Strategies	Time Scale	Responsibility	Success Criteria
To consider the movement of people with disabilities from the school car park to main school entrance.	To consult with stakeholders as to the possible positioning of a dropped kerb from the car park to the car park path.	September 2018 to July 2019	Headteacher and Governors (Finance / Premises Committee)	All pupils / visitors, (particularly those using a wheelchair/ mobility device) can move freely between the car park and main school entrance
To consider the occasional uneven surface of pathways on the school site.	Remove/replace/realign flagstoned areas of pathway that are uneven or have moved or have wider than normal gaps between flags.	September 2018 to July 2019	Headteacher and Governors (Finance / Premises Committee)	All pupils / visitors, (particularly those using a wheelchair/ mobility device) can move freely around school. Pathway trip/fall hazards are eradicated from the school site.

The School Curriculum Process for Identifying Barriers:

Teachers planning is moderated and monitored to ensure specific learning needs are accommodated and individual children's needs are identified.

Current Curriculum Provision:

Teacher's planning is inclusive: where appropriate, named pupils work on programmes aimed at improving their co-ordination, motor skills, speech and language, integration into group situation and socialisation skills. Delivery is conducive and adapted to meet all learner's needs.

All children are given equal access to a wide range of extra-curricular activities, visits and visitors.

The school constantly engages in additional staff training to ensure members of staff are first aid trained at different levels such as Paediatric First Aid and First Aid in the Work Place. Staff will be given the knowledge and skills so that they feel proficient, skilled and knowledgeable to meet the needs of all pupils with a disability or allergy should these be needed.

To ensure the curriculum is accessible for all, the school uses visual timetables, pencil grips, motor programmes, movement programmes, speech and language programmes to support identified pupils.

All staff receive Level 1 safeguarding training, the DHT and HT have level 3 qualifications.

All elements of Social, Moral, Spiritual and Cultural education including addressing British values and safeguarding concerns such as E-safety are embedded across subjects and evident in displays. All pupils identified with a learning need, in each class, have access to intervention programmes. Short notes and specifically identified needs of pupils in our care are logged in intervention / Pupil SEND files where necessary.

Objectives for Improvement of Access to the School Curriculum 2018-2020:

Target	Strategies	Time Scale	Responsibility	Success Criteria
To ensure all staff are confident and knowledgeable of their pupils needs at the start of the new term.	SENCO to liaise with staff and up-skill them with information regards Quality First Teaching and intervention strategies that may support the individual pupils.	September 2018 Reviewed on a termly basis	SENCO HT	Good Progress is made by all children across the academic year based on their starting points regardless of need.
To keep up-to-date on all safeguarding training	Audit training needs of all staff. New school staff, through induction, are informed of the designated officer for the school and how to record incidents and who to report information to.	September 2018	SENCO HT	Pupils are kept safe at all times and staff are aware of the reporting procedures in place.
Improved transition between key stages across the school. Summer 2018 onwards All staff Smooth transition.	Whole staff transition plan in place to ensure good communication / handover opportunities take place Transition arrangements provide opportunities for pupil/parental involvement.	May – July 2019		

Support Services

Process for Identifying Barriers:

Information is shared amongst multi-agency professionals. Information is sought from the previous school for all pupils admitted to the school at the beginning or through the academic year. The SENCO, HT or class teachers attend all transfer-in meetings, or multi-agency meetings to identify needs as necessary.

Support Plans and pupil files are regularly updated after discussions with multi-agencies and professionals. Liaison with parents is paramount; to ensure that information is accurate and parents are consulted.

Current Support Services:

The school work very closely with statutory and voluntary agencies and other multi-agencies within the Local Authority to ensure a catalogue of evidence and advice is available to support and meet the needs of children. This information or chronology is updated regularly after meetings or discussions concerning the child. The school use the services of all the professional teams working within the Local Authority including health colleagues such as CAHMS, Health Visitors, Family Workers, One Point teams and Social Workers. The school also buy into the services of the Educational Psychology Service and enjoys very good links with our Community of Learning (COL 15) for access to support and services.

Objectives for Improvement of Access to Support Services 2018-2020:

Target	Strategies	Time Scale	Responsibility	Success Criteria
To continue up-skilling members of staff to have a working knowledge of multiagency support available for all pupils.	To audit current skills of all staff in relation to support services they can offer pupils;	September 2018 and on-going.	SENCO All Teaching Staff HT	The needs of each child are known and teachers feel confident in dealing with any situation that may arise proficiently. All policies and guidelines are available for reference and up loaded on to the website for access.
	Ensure all staff receive Safeguarding training and know the referral process in school.	As required over the academic year.	SENCO All staff HT	All staff receive CPD appropriate to their position and level of need.
	To audit all policies and guidelines in relation to SEND,	September 2018 – July 2019	SENCO All staff HT	All relevant policies have been checked

	Safeguarding, Accessibility and Equality.			as per criteria established by staff
	Ensure all staff are completing the short note/SEND Support Plans and informing the SENCO of areas of need for each child.	September 2018 onwards	SENCO All staff HT	Short notes / SEND Support Plans available to SENCO signed by parents.

Awareness

Process for Identifying Barriers

Senior Leadership Team and the Governing body are rigorous in their evaluation of the school's work, enabling them to accurately identify strengths and areas for development. The Headteacher regularly reports to the Governing Body on the school provision, curriculum design, staffing and professional development to ensure there is a culture of understanding regarding disabilities. This exact provision will depend on the needs of the children in our care.

Current forms for ensuring Awareness: Within the curriculum, time is set aside to address aspects of Equality and explore pupils understanding and values through PSHCE lessons and activities and questions around aspects of learning.

Objectives for Improvement of Access through Raising Awareness 2018-2020:

Target	Strategies	Time Scale	Responsibility	Success Criteria
To address different aspects of disability through assembly themes and class discussions.	To hold regular assemblies relating to the SEAL or areas of intolerance that are experienced in school.	September 2018 and ongoing.	DHT HT Assembly Lead	There is an ethos of caring and tolerance of others emanated around the school.

Communication

Process for Identifying Barriers:

The Governing Body and HT audit the methods in which to communicate with parents, carers, teachers and pupils to ensure all methods of communication and getting information distributed is effective.

Current Forms of communication used:

The school presently uses a number of methods to communicate with stakeholders and keep people up-to-date with life in school and their children's learning such as weekly newsletters in hard copy and on the school website, an active Facebook Social Media page, text messaging service and regularly updated school website, termly parental consultation evenings, twice yearly written pupil

reports personal invites into school or drop in opportunities at any time to see the Headteacher. Parents also have daily access to their child's Pupil Planner to correspond with teachers on matters arising. Teachers are always available at the close of the school day when pupils are dismissed from their classes.

Objectives for Improvement of Access through Communication 2018-2020:

Target	Strategies	Time Scale	Responsibility	Success Criteria
To promote an awareness of support networks for families.	Use of all communication channels in school to promote awareness of support networks and signpost to the community.	September 2018 and ongoing	DHT HT	Parents can attend courses and become more confident and knowledgeable about the opportunities and support available in the community.
For all teachers to have an awareness of the categories their pupils fall within, such as SEND [Special Educational Needs or Disability] PP [Pupil Premium] , CLA [Children Looked After], FSM [in receipt of Free School Meals], EAL [English as an Additional Language] or GRT [Gypsy, Roma, Traveller]	To prepare class information sheets, which highlight the group or groups a child may fall within.	September 2018	All staff SENCO HT	All data analysed shows pupil progression and indicates the attainment levels and expectations nationally for specific pupil groups.