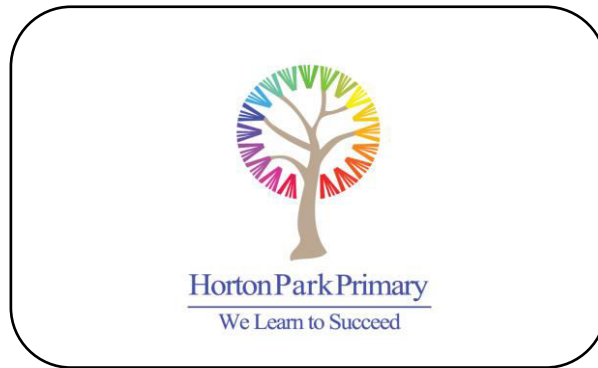


HORTON PARK PRIMARY SCHOOL



Accessibility Policy

Author: Headteacher
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Review date:

Horton Park Primary School Accessibility Plan

Accessibility Plan

1. INTRODUCTION

Horton Park Primary School is a diverse and inclusive school. We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that all pupils 'achieve their very best'.

Horton Park is a centre of excellence in learning, where all pupils, including those with disabilities, are supported and challenged to fulfil high ambitions.

The school's SEND policy and local offer play a substantial role in guiding the school's developing provision for pupils with Special Educational Needs and Disabilities.

2. CONTEXT

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which pupils with disabilities can participate in the school's curriculum.
- To improve the physical environment of the school to ensure pupils with disabilities pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to pupils with disabilities, so information is as available as it is for pupils who are not pupils with disabilities.

3. AIM OF PLAN

All pupils will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Pupils will demonstrate the empathy and confidence to work with others to achieve a better future.

4. OBJECTIVES

The objectives of this plan are:

- To ensure all pupils with disabilities are fully involved in school life and are making good progress.
- To identifying barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with pupils with disabilities and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of pupils with disabilities.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of pupils with disabilities.

5. DEFINITIONS

Definition of Disability (Equality Act 2010): "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day- to-day activities."

Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include pupils with medical needs.

6. THE ACCESSIBILITY PLAN

This plan summarises our development priorities in the three areas specified by the Disability Act (see introduction above). The school is also committed to making reasonable adjustments for individual pupils to ensure all pupils can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

To increase the extent to which pupils with disabilities can participate in the school's curriculum.

Pupils with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO liaises with parents and agencies and specialist advice is followed.

The school curriculum is regularly reviewed to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

Our Special Educational Needs and Disability Policy, Local Offer and SEND Report outline the provision the school already has in place to support pupils with special educational needs and disabilities (SEND). This includes:

- a) Identification of SEND at a very early stage through pupil progress meetings, observations, supported by individual provision maps and the SEND register.
- b) Keeping staff fully informed of the special educational needs/disability of any pupil in their charge, including sharing progress reports, medical reports and pupil/parent feedback.
- c) Listening to pupil and parent/carer views and considering them in all aspects of school life.
- d) Awareness raising programmes for all pupils about the range of disabilities in the school, in particular creating a very supportive base for each pupils with disabilities within their tutor group.
- e) Regular training opportunities for staff on of SEND and appropriate teaching and learning strategies.

- f) Increasingly specialised in-class support or guidance from trained Support Staff members.
- g) Specific specialist intervention to build skills (particularly for English and Maths) in small groups and/or adapted timetables.
- h) Specialist advice from other professionals (e.g. speech and language therapist, educational psychologist, school nurse, hearing impaired service, cognition and learning) on how to adapt the curriculum and teaching strategies for individuals.
- i) Special access arrangements for statutory and non-statutory tests.
- j) Specific target setting and monitoring to ensure all pupils with SEND make at least sufficient progress and accelerated progress in intervention groups.
- k) A structured and dedicated Nursery/ Reception and Y6/7 transition programme for vulnerable pupils
- l) Multi-agency support coordinated by the Community Team.

The school environment already incorporates many features to ensure accessibility to pupils with disabilities. These include:

- c) The front of the school has a flat ground to enable to allow full independent access, including with wheelchairs.
- d) Four disabled toilets (including one with a changing bed) are available for pupils to access.
- e) There is two shower facility available.
- f) There are plans for obtaining 2 evacuation chairs (within the next six months) around the building and designated refuge points in the event of fire /fire drill. All members of the Premises Team and specific staff members will have moving and handling training to ensure safe use of the evacuation chair.
- g) The school's Cooking and Nutrition Room has a mixture of low and high kitchen equipment to enable all children to access the provision, including those with disabilities
- h) A ramp has been installed to enable children to access the Cooking and Nutrition Room from the back entrance (within school grounds)
- i) Customised furniture and/or equipment is available as required

In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual pupils' needs are met. Similar attention is given to how pupils' needs can be met on school journeys and visits.

The school carries out an accessibility audit every three years in advance of reviewing this policy.

Other planned modifications to the school environment to meet the needs of pupils with disabilities and visitors to the school are as follows:

- a) As stated above, there are plans for obtaining two evacuation chairs over the next six months, should there be a need for us of these.

Teachers and Support Staff consider the needs of each SEND pupil and provide accessible learning resources for them. The increasing use of Interactive Whiteboards/Touchscreens and other digital technologies have diversified the ways in which information is presented to all pupils. Visual and audio information is now as common as written information.

In addition, the school makes the following available as appropriate:

- a) Differentiated resources with particular attention to reading age, plain English, images and layout.
- b) Laptops and other digital technologies. Voice activated software for use in lessons e.g. Clicker 7.
- c) Coloured overlays for text.
- d) Tactile resources.
- e) Readers and/or scribes in tests, where appropriate
- f) Specific information in the home school diaries.

The following opportunities to further enhance accessibility will be explored:

- a) Regular clear and relevant information to parents/ carers in community languages where required.
- b) Parent courses to empower parents to support their child's learning at home.

7. RESPONSIBILITIES

- All staff are responsible for identifying and removing barriers to learning for pupils with disabilities.
- All leaders are responsible for improving accessibility within their remit.
- The Governing Body is responsible for the approval of this plan.
- The Head teacher is responsible for ensuring the resourcing, implementation and updating of this plan.
- Teachers are responsible for ensuring that all current pupils' needs are covered by this plan and the SENDCo is responsible for monitoring the effectiveness of the plan in meeting pupils' with a disability.

8. REVIEW

This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. The views of pupils with disabilities and parents will feed into the review.

9. RELATED POLICIES

- Equality Statements and Objectives
- Special Educational Needs and Disability Policy and Local Offer
- Teaching, Learning and Assessment Policy
- Behaviour

Policy

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT	Termly meetings with parents/carers – Termly consultations Meetings with Community Team and SENDCo where needed.	Time allocated	In place and ongoing	Parents/carers fully informed about progress engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT / SENDCO / School nurse	Asthma and Epi-pen training Intimate care policy and trained staff Training from SALT on social communication, reception and expressive language and speech sounds and Wellcomm intervention for EYFS Access to courses, CPD Outreach support from local special school and access to EP Hubs- Bradford South Online resources for CPD shared with staff Ongoing guidance from specialists teachers.	Training time TA time allocated	In place and ongoing: Epipen Training Team Teach (CS/HH) Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources to increase access to the curriculum for all pupils	SENDCO / SLT	Strategic deployment of support staff/ teachers Use of IT	Specific apps to support learning on ipads	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker 7
Adaptations to the curriculum to meet the needs of individual learners	SENDCO/ Community Team	Pastoral support, timetable adaptations Individual interventions Speech and language therapy programmes Specific training in word processing skills through Clicker 7 Use of access arrangements for assessment/National tests	Independent speech therapist half termly	In place and ongoing	Needs of all learners met enabling positive outcomes
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCO	iPads available to support children with difficulty recording Sloping boards for pupils with fatigue problems or physical disability Coloured overlays/ Reading slopes for pupils with visual difficulty (Reading Rulers) Pencil grips, write from the start for fine motor skills,	Specialist equipment as listed	In place &/or to be ordered as required	Increased access to the Curriculum Needs of all learners met.