

Hemswell Cliff Primary School

Accessibility Plan

<u>Policy Information</u>			
Status:	Statutory	Reviewed by:	Full Governing Body
Cycle of Review:	Three years	Policy Ratified:	October 2023
Senior member of staff responsible for Access Plan: Mrs Lakin			
Signed as accepted:			

In drawing up the Access Plan the following were consulted:

- Full Governing Body/SEN governor/Resources (formerly Premises sub-committee)
- Staff/SENCO/headteacher
- Pupils/school council
- Others/LEA

Date of Access Plan: 2023-26

Linked policy documents - (curriculum/T&L/Assessment/Admissions/SEN/Inclusion/Equal Opportunities/Behaviour)

Identifying Barriers to Access**Appendix A – Physical Access**

Statement	Evidence	Action Required
The layout of areas allows access for all pupils,		
Academic areas: e.g., classrooms, library	Areas are small and most do not meet current requirements for space, but where possible space is made to accommodate people with disabilities	Removable slope for steps can be used when required
Sporting Areas: e.g., gym, outdoor sporting facilities	No gym Field across the road.	Other provision sourced. Swimming, Golf, Gymnastics., HCPS
Social areas: e.g., dining hall, reception, common room	Moveable and collapsible furniture used. Non-slip floors Ramp as access	
Play areas: e.g., playground, wet play area	Non-slip floors Safety surface around play equipment	
Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps	Slope to mobile classroom Slope to automatic main entrance door Steps in main school building	Removable slope for steps can be used when required
Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed.	No There is a ground floor toilet that can accommodate a wheelchair user, but the dimensions of the room do not meet current standards.	Would need to look into suitable provision if needed.
Pathways around school are safe and well signed. Parking arrangements are logical and safe	There are steps in the school nature area and garden. Parking is restricted to the highway outside the school.	
Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory	No Alarms are all auditory Fire drills are carried out regularly.	

Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy	Walls, doorframes and doors are in contrasting colours to aid visual discrimination.	
All areas are well lit	Lighting is good throughout the school	
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	All classrooms are separate. Noise between the three areas is kept as low as possible.	
Furniture and equipment selected, adjusted and located appropriately, e.g., height adjustable tables are available, low level sinks etc	Yes	

Appendix B – Curriculum Access

Statement	Evidence	Action Required
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	Yes TA induction training Hearing impaired/dyslexia/autism training Employment of specialist SEN support teacher	
Classrooms are optimally organised for disabled pupils	As far as possible	
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	Yes Teacher's planning	
All pupils are encouraged to take part in music, drama, and physical activities	Yes All after school clubs, sports etc are open to all pupils	
Staff recognise and plan for the additional time and effort needed by some disabled pupils, e.g., lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	Yes Teacher's planning	
All staff plan for additional time required by some disabled pupils to use equipment	Yes Teacher's planning	
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport	Yes, where appropriate	
ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils	Headphones Clicker 5 software Text reading software and games	

School visits, including foreign visits, are accessible to all pupils, regardless of attainment or impairment	Yes	
All staff have high expectations for all pupils	Yes	
All staff strive to remove barriers to learning and participation	Yes	

Appendix C – Access to Information

Statement	Evidence	Action
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a hearing impaired learner.	Yes Teacher's plans and classroom observations	
All written communication follows an agreed house style using an appropriate font and size, e.g., Arial/Comic Sans Serif size 12 or larger on buff paper	Yes Comic sans	Need to use buff paper
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Yes, where appropriate and necessary	
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g., by reading aloud, using overhead projectors/PowerPoint presentations etc	Yes	

Improving the Physical Environment of Schools

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Maximise access of environment with low cost adaptations.	Environmental Audit ▪ clear pathways ▪ direct routes ▪ acoustics ▪ visual access	Good practice in accommodating needs of pupils with physical disabilities, hearing impairment, visual impairment		Accessible environment, increased pupil autonomy
		Make low-key adjustments to maximise physical access, improve acoustics and maximise visual clues – consult SEN team.			
	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairment	Seek advice from SEN Service on appropriate colour schemes/blinds	Increased access for visually impaired pupils to some classrooms/areas of school		Increase pupil autonomy/physical access of the school
	Carpet classroom areas, fit blinds where possible, to improve acoustics for HI pupils	Seek advice from SEN Service	Increased access for pupils with hearing impairment in some areas of school		Increased physical access of the school

Improving the Physical Environment of Schools *continued*

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Long Term	School plans to improve access to designated areas over successive financial years. School decides which of its entrances and exits have priority, and plans to fit ramps and handrails from delegated budget.	Planned use of minor delegated resources and discuss with the LEA using schools Access Initiative Funding in line with LEA Accessibility Strategy	Access to mobile classroom and main entrance have disability access	When necessary	Physical accessibility of school increased
	To review regularly and at least annually as part of the SDP, all areas of the school in order to ensure there are no physical barriers to access for pupils with a range of disabilities. Continue implementation of plan.	To track progress against original audit information. To update the LEA annually on progress and works carried out	Full physical access to the school and curriculum Regular review of premises Access plan progress reported as part of Governors Annual Report to Parents	When necessary	Physical accessibility of school increased

Increase the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Raised awareness of the curriculum needs of pupils with Autistic spectrum disorder Language and communication disorders Severe learning difficulties Physical disability Visual impairment Hearing impairment For whole staff.	Programme of INSET at whole school staff meetings. STT Physiotherapist Outsourced courses for relevant staff re hearing impaired and Autism	Overview of the needs of particular groups of pupils for all teaching staff	When needed	Increased access to the curriculum for all groups
Medium Term	Clarification of support role of school staff in meeting needs of pupils with Speech and Language Difficulties	Work with SEN Service and SALT to agree role of school staff in supporting individual children	Appropriate support for pupils with speech and language difficulties from school resources.	Term Academic year	Increased access to the curriculum through specialised support for pupils with speech and language difficulties
	Training for teachers on differentiation by teaching and learning styles – Assessment for Learning	Audit skills and competencies of teaching staff, identify teachers to benefit from training in differentiation by teaching and learning style.	Teachers enabled to apply appropriate teaching styles and provide opportunities to accommodate a range of learning opportunities.	Term Academic year	Increased access to national curriculum for all through assessment for learning

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Medium Term	Train identified personnel to administer medication	Consultation with partners in the Health Authority and SEN Service. Identify suitable personnel. Provide training where required	Clear agreed procedure for administering medication	Term Academic year	Access to whole school curriculum.
	Train personnel in moving and handling techniques	Identify staff to be trained as appropriate	Appropriately trained staff to move and handle pupils with physical disabilities	When necessary	Increased inclusion and access to curriculum
	Training for teacher(s), TA(s) in one of the following low incidence needs Hearing impairment Visual impairment Sensory impairment Autistic Spectrum Disorder Speech and Language Difficulties Specific Learning Difficulties	Application for an accredited training course through SEN service Provide whole staff training on appropriate areas	Teachers TA(s) with specialist training/qualifications	Term Year	Quality Specialist Support within school – Increased curriculum access.

Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Availability of written material in alternative formats	SEN Service provides consultation to inform schools of services available in the LEA for converting written information into alternative formats	Ability of school to ensure availability of material in alternative formats as required	Term Year	Delivery of information to disabled pupils improved
Medium Term	School to be able to produce large print transcriptions	School staff use SEN Service to produce materials in large print	School to produce large print materials as required for students	Term Year	Delivery of information to disabled pupils improved.
Long Term	To maintain above practice and review on annual basis		Information available for parents/carers and pupils in a variety of formats	Term Year	