



United Learning: Accessibility Plan 2021 - 2024

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Date of Plan: September 2021. To be annually reviewed.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

The purpose and direction of the school's plan: vision and values.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term. We provide all pupils with a broad and balanced curriculum, which is scaffolded and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum.

Drawing up an action plan

The 3 areas to be considered in this plan are:

- a) Improving education and related activities
The school will continue to seek the advice of LA services and the Academy Group, such as professionals from Inclusion Support, and of appropriate health and well-being professionals from the NHS Trusts.
- b) Improving the physical environment
The school will take account of the needs of pupils and visitors 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, colour schemes, and more accessible fixtures and fittings.
- c) Improving the provision of information
The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Education and related activities

The school will continue to seek and follow the advice of appropriate specialists. The school's SENCO, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.

Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding. The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Information from pupil data and school audit

We currently have a range of children of all backgrounds, needs and abilities.

At September 1st 2021:

- Asthma
- Eczema
- Sensory impairment
- Hearing impairment
- Visual impairment
- Physical impairment
- Allergies

- Heart problems
- Medical conditions
- Speech impairments
- Autism
- ADHD
- Anxiety

The school will make itself aware of local services, including those provided through the LA and Academy Group, for providing information in alternative formats when required or requested. The school currently has 17% of pupils on the SEND register with varied needs. The Special Education Needs of the pupils include a range of language difficulties, including Speech, Language and Communication difficulties, social, emotional and mental health needs and medical needs, such as allergies and specific medical conditions. Currently, the school does have a child, parent or staff member who uses a wheelchair.

The school has physical access to the main entrance and there are disabled toilet facilities. Pathways of travel around the school site and parking arrangements are safe. These have been adapted to be wheelchair accessible across site, with the use of a ramp where needed. School fences are closed during the school day to prevent vehicles entering the site. All play areas are fenced off from the car park.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. We will review the provision of a visual alarm should the need arise. Pupils/staff with additional specific needs have a Personal Emergency Evacuation Plan (PEEP) in place. These are reviewed annually.

Furniture and equipment are selected as standard, age related as appropriate. Adjustable tables and chairs will be made available in school if required. Where further specialist furniture is needed, this is sought with support from agencies and Inclusion Support.

All pupils are encouraged to take a full part in all areas of the curriculum. Pupils with disabilities are included in drama productions, music, PE and assemblies. Opportunity to be members of all school clubs and be a school representative, e.g. prefect, school council member, is made accessible to all children, irrespective of attainment or impairment. This is also reflected in access to school and residential visits.

Teachers and teaching assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with TAs to address pupil Individual Target Plans (ITPs) and liaise with specialist and support services.

Lessons provide opportunities for all to succeed through inclusive, scaffolded plans and the adoption of a variety of teaching styles and strategies.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given overlays, printed copies of texts,

or information is written down for them. All SEN pupils have access to their own chrome book where resources can be accessed for use across the curriculum.

We have a clear policy on the administration of medicines with trained staff. There is a register of children with medical needs, and children with specific or complex needs have individual care plans in place, which are reviewed annually. Lists of these children are available for staff in the staff room where care plans are stored. Information regarding these children is passed onto individual form class teachers and TAs and lunchtime supervisors.

Children are encouraged to carry their needed medical equipment, where appropriate, in provided hand carry bags around school. This includes red asthma inhaler bags and orange epi-pen/allergy bags. These are named and stored in each classroom. These are also taken on visits and trips out of school. Staff trained in first aid accompany trips and special arrangements for children who require them, are made clear and explicit on the risk assessment.

Needs of individual pupils are also shared via One Page Profiles. These are stored in the child's classroom via the Our Class Family Folder. This information can then also be shared with visiting teachers, e.g. supply cover staff.

We collect information from Early Years settings, so that we are prepared for children who arrive in school at Reception. We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of any pupils with a disability.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within school.
- The school works with partner schools.
- Pupils with a disability have access to extra-curricular activities.
- The school environment meets the needs of all pupils.



Action Plan: September 2021 – September 2024

Objective	Action	People	Resources	Timescale	Monitoring Method: Who? How?
Section 1: How does school deliver the curriculum? (Educational Provision)					
To be aware of the access needs of any disabled children, staff, governors and parents/carers	Annual reminder to parents/carers through newsletter to let school know if they have problems with accessing areas of school	Headteacher Office Staff	As required	On going monitoring	Headteacher
To ensure that curriculum planning takes into account all pupil needs and ensures access to learning resulting in high pupil outcomes	Any adjustment in curriculum planning to be included as part of termly planning Monitoring of curriculum planning	Subject Leaders Class teachers 1:1 support staff	Monitoring/Subject time	Termly	SLT
Ensure that all pupils are able to access instructions/information during all aspects of school life.	Observations of children with additional needs Conversations with children and parents Planning and design of classrooms with these children in mind Inclusive environments with visual to reinforce learning	SENCO 1:1 support staff and Class teachers	Resources to be produced, chrome books, ipads, now and next boards, visual timetables, use of Widget, workstations resourced	On going monitoring	SENCO
To ensure all school visits and trips are accessible to all pupils.	Ensure risk assessments include reasonable adjustments. Ensure staffing is available to provide appropriate levels of support.	Class teachers DSL Headteacher	Appropriate training, planning time	Ongoing	Headteacher
To ensure all staff receive	Update SEND Policy	SENCO	Purchase of training	Ongoing	SLT

relevant and timely training on a range of effective strategies to support learners with SEND.	and SEND Information Report annually. School to seek advice from experts. SENCO to organise training for staff e.g. use of widget, safer handling.		and resources	see CPD calendar	
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Objective	Action	People	Resources	Timescale	Monitoring Method: Who? How?
Section 2: Is school designed to meet the needs of all pupils? (Physical Environment)					
To ensure all disabled people can be safely evacuated in an emergency	Ensure there is a PEEP for all disabled pupils. Ensure all staff are aware of their responsibilities in evacuation. Ensure that all fire exits are clear and that exit routes are appropriately accessible. Ensure parents and visitors to school are made aware of relevant exits and plans when on site, including the use of ramps where appropriate.	SENCO to create PEEPs with class teacher and support staff for named individual pupils. Headteacher and DSL to distribute and review Emergency Evacuation Plan termly. Staff to monitor on an ongoing basis.	PEEPs produced and reviewed regularly. Walk through by staff of Emergency Procedures Safeguarding audit checks of building, including classrooms.	On going monitoring	Headteacher DSL SENCO All Staff
To ensure all areas of school are accessible to disabled pupils e.g. edible playground, courtyards, field, route to ARC	Any adjustment to areas made, including ramps, widening of areas for wheelchair access, use of pathway to field and ARC, change of equipment for travel.	Headteacher, DSL Business Manager, Caretaker	Costing of any additions/alterations/equipment	Summer 2024	Headteacher Business Manager
Develop a sensory area within school courtyard to support children with sensory needs	Purchase suitable equipment and designated space within school e.g. courtyard, quiet space.	SENCO Headteacher FOHD	Resources e.g. shed, planting, sensory equipment	Summer 2024	Headteacher FOHD/Parents AOT

Objective	Action	People	Resources	Timescale	Monitoring Method: Who? How?
Section 3: How does school deliver materials in other formats? (Provision of Information)					
Review information to parents/cares to ensure it is accessible	Provide information and letters in clear print in 'simple' English. School office will support and help parents to access information and complete school forms. Ensure website and all documents are accessible via the school website can be accessed by visually impaired. Produce parent letters in home languages/large print etc. Office Staff to support with bank of letters in choice of languages.	Headteacher SLT Office Staff Class Teachers SENCO	Review Time	Ongoing	Headteacher Parents
Languages other than English to be visible in and around school e.g. notice boards, on playground	Display posters in a variety of languages appropriate to the school's community	Headteacher SENCO Community Liaison	Support from LA Support from bi-lingual parents and children	July 2022	SLT LGB
Annual review/parental meeting – information to be as accessible as possible	Child friendly targets. Invitation child, parent, staff and to all additional services. Access to translators, sign language interpreters, if appropriate SENCO to support completion of any forms	SENCO Class teacher Pupil Parents Additional services	Support from LA Case Officer Review Time and 2 weeks completion	Ongoing	SENCO Headteacher Parents



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The best in everyone™
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Ham Dingle Primary Accessibility Plan 2021 – 2024

Purpose of the Plan

The purpose of the plan is to show how Ham Dingle Primary intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan be resourced, implemented, reviewed and revised as necessary.

Ham Dingle aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any outside agencies in order to remove or minimise any potential barriers

to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

The school has been successful in completing the following priorities for physical improvements to increase access:

- Disabled parking bays have been added to the main car park
- The school entrance is wide enough for all users and it has a level threshold
- The disabled toilet is situated in an easily accessible area of school
- Areas of school are accessible from one level and higher areas are ramped for wheelchair access
- Outer pathway areas of school have been widened for wheelchair access.
- Accessibility to KS1 playground has been improved
- Individual workstations have been set up.
- Corridors are always kept clear of obstructions
- Specialist equipment has been purchased to aid accessibility to areas of the school

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Health and Safety Policy
- SEND Policy
- School Improvement Plan

The Accessibility Plan will be published on the school website and will be monitored through the Governing Body

Written September 2022

To be reviewed September 2024.