Hardy Mill Primary Accessibility plan

Last reviewed on:	November 2023
Next review due by:	November 2026

1. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

2. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Hardy Mill is an inclusive school. We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the community favorably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. We have audited our provision for disability access and made suitable plans in line with the 2010 Equality Act. The purpose of this plan is to show how Hardy Mill Primary School intends, over time, to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors to the school. This plan should be read in conjunction with our school's other policies and procedures. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The plan will be made available online on the school website, and paper copies are available upon request.

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The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

Current good practice

Curriculum:
- Our school offers a curriculum that is adapted to ensure all pupils can access it
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum resources include examples of people with disabilities
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils
- Information obtained on pupils entering the Foundation stage in Nursery or Reception to facilitate advanced planning gathered by ensuring that a home visit is carried out to all future pupils as well as gathering information from previous placements
- Well established procedures for the identification and support of pupils with Special Educational Needs
- Detailed pupil information on SEN pupils given to relevant staff
- Pupil Learning Passports are in place for pupils with EHCPs or pending EHCPS with pupils and parents involved in target setting
- Termly whole school pupil progress meetings with class teacher and with information shared and discussed with SENCO and Head teacher.
- Close working relationship[s with external agencies established |(e.g. EP CAMHS. Ladywood, Aspire etc.)
- Wellcomm programme and NELI programme delivered to support early language development by trained staff
- SEN Friendly Classrooms with visual timetables
- Ability to request specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources
- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, use of amanuensis, large print papers if necessary).
- High quality curriculum to enable all pupils to feel secure and make progress.
- Teaching Assistants deployed to implement specific literacy, numeracy and speech & language or other agency programmes.
- Risk assessments are carried out for all school trips.
- Individual risk assessments are put in place for pupils with a high level of need.
- Toilet training.

Physical Environment:
- Each playground is accessible for wheelchairs
- Wheelchair access from playgrounds into the EY/KS1 and KS2 corridor and main office
- Disabled toilet with shower room and provision for nappy changing.
- Corridor lighting to support visual impairment
- The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Other facilities / provision, including access to information
- 'Can do' ethos and positive approach.
- Open door policy
- Health care plans
- Some staff are Epipen trained
- Teaching staff experienced and trained to support children with a range of SEN needs
- Training needs are reviewed by Senco termly against the current needs of our community and

Provision of information to pupils with a disability:
- This is currently provided by review meetings, parent's evenings and meetings with external agencies as required.
- The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.
- Parents of children with Education Health and Care Plans/Special Educational Need due to attend Hardy Mill Primary are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting with us
- It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is well-planned for.

Targets and outcomes

During the academic years 2023-26 we intend to:

Strand 1
Further ensure access for disabled pupils to the curriculum
- Ensure that any changes to curriculum are fully accessible to all learners
- Improve types of adaptation in the classroom
- Providing information/access to resources for new staff re: inclusive practice in classroom organisation, teaching and learning strategies
- Continue with TA training cycle to continue to raise the awareness of SEN/Disabilities
- Scrutinising progress and attainment data for pupils with SEN and Disabilities and addressing any barriers in a timely manner
- Analysing extra-curricular provision to ensure participation for children with SEND.
- Ensuring that all staff are provided with training on disability issues.
- Expanding our knowledge of supporting children with social communication needs further to reflect the numbers of children joining our school - this will also enable increased participation in the curriculum.
- Improve SEN Pupil Voice
- To improve explicit tracking of SEN achievement and feeding back to teachers

Strand 2
Improving access to the physical environment
- Highlighting accessibility to staff purchasing decisions and refurbishment
- Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary

Strand 3
Improving the delivery of written information to disabled pupils
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, newsletters etc. this information will be made available in different preferred formats
- The SEND Governor and SENCO will update the audit of accessibility annually, and keep it under review through yearly monitoring and evaluation process.

Monitoring and Evaluation

Analysis of progress and attainment data – sent to governors annually
Feedback from parents and health professionals regarding specific children
SIP and self-evaluation
Review progress annually

3. Action plan 2023-24

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

ACCESSIBILITY PLAN	INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM
STRAND 1	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA
To increase the awareness of staff of different types of SEN/disabilities and the best way to support children with these needs	Ensure regular TA training cycle continues to raise the awareness	SENCO	All support staff will feel confident in their knowledge of SEN/disabilities and will feel able offer different types of support strategies
	TA audit of awareness and ideas to support	SENCO	All staff are confident in their ability to support children with a variety of needs
	To further improve the ordinarily available provision in the classroom so that the needs of all students are fully met	SLT	Focus on adaptation for lesson observations and learning walks Focus on the use of classroom additional adults
	To analyse class provision maps half termly to ensure SEN children are getting the extra support they need	SENCO/HT	Class provision maps updated half-termly and scrutinised by SENCO and SLT
	For all pupils with a disability to have a transition passport when they move to a new class.	SENCO	Tracking of achievement is explicit and understood by all staff

To improve explicit tracking of SEN achievement and feeding back to teachers	School to engage with tracking and assessment project with Ladywood Outreach and introduce this in school.	SENCO/ Class teachers	
	Review and revise school assessment system to better meet the needs of children with SEND	HT	Report shows that children with SEN are well-represented in after-school provision
To review patterns of participation in after school clubs for children with SEND	Analysing extended school provision to ensure participation for children with SEND.	PE lead	Pupils with disabilities feel that they are being heard and have a say in their support and provision. Reviewed on a termly basis with pupils, families and relevant staff.
To ensure we hear the pupil voice of those children with SEN/disabilities	Children with SEND to be included in all group samples for pupil voice.	Subject leads/ SLT	
	As age appropriate, children to be included in termly learning passport reviews with parents.	Class teachers/ SENCO	

ACCESSIBILITY PLAN	IMPROVING THE PHYSICAL ENVIRONMENT
STRAND 2	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA
Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary	Walkways around the school are kept clear of hazards and the site will clearly signpost visitors, pupils and parents to where they need to be. . Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptions.	Site manager and SLT SENCO/ HT	For all pupils and staff to be able to move around outside the building easily and safely All pupils have equal access to a broad and balanced curriculum

ACCESSIBILITY PLAN STRAND 3	IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS

TARGET	STRATEGY	WHO	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Ensure the efficient use of visual resources	Classteachers/ SENCO	Pupils will be able to communicate their wants and needs.
	Ensure all staff have access to widgets if needed.	SENCO	Staff can prepare high quality visuals
	To use a variety of real objects/photos/symbols to support children at their different levels of communicative need.	Classteachers/ SENCO	Pupils will be supported in their language development.
	Social Stories to be used as necessary to aid children's transitions and as required at other times	Classteachers/ SENCO	Pupils will be supported during times of change.
The SEND Governor and SENCO will update the audit of accessibility annually, and keep it under review through your monitoring and evaluation process.	SEN Governor and SENCO (Asst Head Inclusion) will update this audit of accessibility annually	SEND governor/ SENCO	Accessibility plan is regularly reviewed and updated

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by [the school effectiveness committee. It will be approved by [the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy

- Health and safety policy

- Equality information and objectives

- Special educational needs (SEN) information report

- SEND policy

- Supporting pupils with medical conditions policy

Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools.

The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X	
Are your classrooms optimally organised for disabled pupils?	X	
Do lessons provide opportunities for all pupils to achieve?	X	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	
Are all pupils encouraged to take part in music, drama and physical activities?	X	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X	
Do staff recognise and allow for the additional time required by some disabled pupil to use equipment in practical work?	X	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	X	
Do you provide access to computer technology appropriate for students with disabilities?	X	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X	
Are there high expectations of all pupils?	X	
Do staff seek to remove all barriers to learning and participation?	X	

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the hall, and outdoor spaces, playgrounds– allow access for all pupils?	x	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	x	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	x	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		X No visual
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		x
Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?		x
Are areas to which pupils should have access well lit?	x	
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?	x	
Is furniture and equipment selected, adjusted and located appropriately?	x	

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	x	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, e.g. by reading aloud overhead projections and describing diagrams?	x	
Do you have the facilities such as ICT to produce written information in different formats?	x	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	x	