



Accessibility Policy and Plan 2022-2024

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Our aim and values at Hawthorn Community Primary School

Through our values of Teamwork, Community, Respect, Thoughtfulness, Resilience and Creativity, at Hawthorn we have created an environment where our children are keen and enthusiastic to learn. We aim to ensure our children become respectful and caring citizens of the future and strive to equip them with the skills they need for further education and the wider world. To this end, we offer an engaging, broad and balanced curriculum, which aims to spark our children's curiosity and cultivate a passion for life-long learning. Our curriculum brings knowledge, skills and understanding alive ensuring that whilst our children are learning, they are also having fun and creating a lifetime of memories!

We are committed to creating an inclusive and nurturing school where every child feels safe, valued and encouraged to follow their aspirations. We aim to support our children to always try their best and to fulfil their potential in all that they do.

Responsibilities

The governors of the school are responsible for determining the content of the policy and the headteacher for implementation.

Publication

This policy will be published on the school website.

Monitoring and evaluating

This policy will be monitored as part of the schools' monitoring and evaluation programme.

Inclusion and equality statement

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to learning and participation so that our children can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children. We recognise and value The Equality Act 2010 when both evaluating current provision and forward planning.

Introduction

At Hawthorn Community Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

Aims and objectives of this policy

- To increase the extent to which disabled pupils can participate in the curriculum



- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible written information

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. Reasonable adjustments are shared with staff and form part of annual SEND training. They are included in the SEND Policy and the SEND Information Report



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

- Curriculum policy
- Equality Plan
- Health and Safety policy
- Special Educational Needs and Disabilities (SEND) policy
- SEND Strategy
- Behaviour policy
- School Improvement Plan
- School brochure/ prospectus

This Accessibility Plan was put into place following an access audit of the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school at the end of each period in order to inform the development of the next plan.



Hawthorn Community Primary School Accessibility Plan 2022-2024: Improving the physical access

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<p>Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and governors can access areas of school used for meetings</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired. These plans support the individual to evacuate safely if they are in one of the upstairs locations in school.</p>	As required	<ul style="list-style-type: none"> ○ SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. ○ All staff & governors are confident that their needs are met. ○ Continuously monitored to ensure any new needs arising are met. ○ Parents have access to all necessary areas of school. ○ PEEPs are prepared and reviewed as individual needs change.
Maintain safety for visually impaired people	<p>Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges</p> <p>Check exterior lighting is working on a regular basis Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate.</p>	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> ○ Visually impaired people feel safe in school grounds. Yellow edges to be monitored as needed throughout the school year.
Ensure there are enough fire exits around school that are suitable for people with a disability	<p>Ensure staff are aware of need to keep fire exits clear</p> <p>Posters and signage advertise the closest exit route.</p>	Daily	<ul style="list-style-type: none"> ○ All disabled personnel and pupils have safe exits from school.
Accessible car parking	<p>A parking line with a sign to advise its purpose is directly outside the school's main entrance for children, parents, visitors and staff with a disability to access.</p> <p>Alternative exits and entrances are used for children, parents, visitors and staff who have a physical disability.</p>	On-going	<ul style="list-style-type: none"> ○ There is a place for disabled members of staff and visitors to park throughout the school day.



	Both gates will allow access into the school for people with mobility issues/ wheel chairs to access the main school building.		<ul style="list-style-type: none"> o Disabled children, staff, parents and visitors can use the closest available entrance and exit.
Accessible toilets	A toilet in school is suitable for disabled access. It can be accessed by children, parents, visitors and staff. The doors are wide and can fit a wheelchair in and a member of staff/carer if required.	On-going	<ul style="list-style-type: none"> o Disabled children, parents, visitors and staff can have an accessible toilet.

Hawthorn Community Primary School Accessibility Plan 2023-24: Improving the curriculum access

Target	Strategies	Timescale	What will success look like?
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> o Ensure venues and means of transport are vetted for Suitability o EVC to support individual risk assessments for disabled children in consultation with parents/carers o Develop guidance on making trips accessible 	On-going	<ul style="list-style-type: none"> o All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> o Review PE curriculum to include disability sports where necessary o Attendance at disability friendly sporting events through the local school's sports partnership. 	Annually	<ul style="list-style-type: none"> o All pupils have access to PE and are able to excel, for example via support from an adult



<p>Ensure disabled children can take part equally in lunchtime and after school activities</p>	<ul style="list-style-type: none"> o Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school o Ensure there is a way of getting children with mobility issues/ wheelchairs to sporting events, eg. via school minibus. 	<p>As required</p>	<ul style="list-style-type: none"> o Disabled children feel able to participate equally in out of school activities.
<p>Ensure support staff have specific training on disability issues</p>	<ul style="list-style-type: none"> o Identify training needs at regular meetings o Sharing of plans/protocol with all staff for children 	<p>On-going</p>	<ul style="list-style-type: none"> o Raised confidence of support staff o Children's needs are met sensitively
<p>Ensure disabled children can move from classrooms to the hall</p>	<ul style="list-style-type: none"> o Make sure the corridor leading up to the hall is clear of obstructions o Use of ramp from EYFS/some KS1 classrooms to get to hall. 	<p>On-going</p>	<ul style="list-style-type: none"> o Disabled children can get to the hall from the classrooms
<p>Ensure that curriculum information for children/parents is accessible</p>	<ul style="list-style-type: none"> o Large font copies made available for parents o Braille copies arranged if required o Resources copied onto coloured paper when required. o Coloured books used when required. o Documents translated into alternative languages and online systems offering this service automatically (Class Dojo). 	<p>When required</p>	<ul style="list-style-type: none"> o Visually impaired children and parents are supported in accessing curriculum information. o Written information is made available in accessible formats.
<p>Ensure disabled children are not disadvantaged by the location of the library</p>	<ul style="list-style-type: none"> o Children where possible are supported by additional members of staff to access the library if appropriate o Children's interests in books are discussed and the library catalogue shared with disabled children. o A selection of appropriate books are transported in book boxes for children who cannot access the library to the classroom so disabled children can choose their own library book with their peers. o The use of the 'in class library' is utilised by disabled children. 	<p>On-going</p>	<ul style="list-style-type: none"> o Children are able to choose their own library books that allow their interests. o Children feel included in this aspect of school life and share books with their peers.



	<ul style="list-style-type: none"> ○ Phonics groups are planned so that disabled children can access their group on the ground floor 		
<p>Ensure teaching strategies are inclusive and take into consideration individuals needs</p>	<ul style="list-style-type: none"> ○ All staff receive training on ways to weave inclusive teaching practice into all lessons and curriculum. ○ Curriculum lead ensures the curriculum is systematic and organised so that inclusive strategies are applied across the school. ○ The school has a SEND strategy which showcases the inclusive practices and approaches across the school. ○ Regular CPD is offered for all staff. ○ Children are carefully positioned in class so they can access visual and verbal information. 	<p>On-going</p>	<ul style="list-style-type: none"> ○ Classrooms and teaching strategies are inclusive. ○ Staff feel confident in implementing inclusive teaching strategies.
<p>Ensure children with SEMH needs have calm spaces.</p>	<ul style="list-style-type: none"> ○ Children can access the Quiet Room in order to regulate and settle with an adult ○ Use of positive behaviour strategies/plans to support children with SEMH/behavioural needs. ○ External professionals involved where necessary. 	<p>On-going</p>	<ul style="list-style-type: none"> ○ SEMH needs and behavioural needs are addressed and children are supported.

