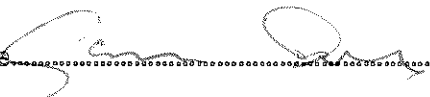




Policy: ACCESSIBILITY PLAN 2019

This policy was last reviewed on: 1/7/2019

To be reviewed subsequently on: July 2020

Signature  (Chair of Governors)

Print name Susan Daly Date: 1/7/19

Signature  (Head teachers)

Print name SAM PHILLIPS Date: 1/7/19



Accessibility Plan April 2019-2022

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

We are an inclusive school which is evidenced in our school ethos:
Committed to providing an environment where pupils are happy, hardworking and healthy and through support and challenge, fulfil their true potential.

Key Principles:

- *An environment that promotes communication, where everyone is heard and their opinions understood and valued.*
- *A healthy school community where pupils feel secure and understand how to keep themselves safe.*
- *A school where everyone has high expectations of each other and shared responsibility, in terms of their conduct, learning and attitude towards school.*
- *A focus on pupils' learning and high standards at the core of all aspects of school life.*
- *A rich and relevant curriculum that builds on the strengths of the individuals within the school and offers a wide range of sports, arts and strong links with the community*

2. Hopping Hill Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

- Ensure access to the **physical environment** of the school, this covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Ensure access to the **curriculum** for pupils with a disability, making reasonable adjustments to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum, such as after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to a learning walk conducted by the Senior Leadership Team for the purpose of reviewing access for disabled pupils and adults

6. Information about our Accessibility Plan will be published on our school website

7. The Plan will be monitored through the Business Management and Standards and Wellbeing Committees of the Governors.

12. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Improving Access to the curriculum

Target	Strategy	Outcome	Responsibility	Time Frame	Achievement
Audit of Pupil needs	Assess pupil needs at the time of admission	Children new to the school are supported and provided for in ensuring that all their needs are met	SLT	On going	Curriculum accessible to all
Audit of Parental perceptions towards Disability Equality in School	Support sought from NCC portage team to ensure service delivery of necessary equipment Conduct Parental questionnaires to access feeling and perception of the schools ability to meet the needs of disabled pupils. Requesting ideas of what they would like to see in place	Clear idea of stakeholder perceptions of the schools ability and any concerns	SLT	Autumn term 2020	Clear understanding of parental perceptions of how the school facilitates accessibility to disabled pupils
Audit of Pupil attainment and achievement to ensure no groups are at a disadvantage	DHT & Governor to assess analysing school performance for patterns of discrimination and create a plan to access any issues arising	Clear Audit of performance data to highlight any areas of concern, use this information to generate an action plan	Phase leaders Governor for Inclusion	Autumn term 2019	Ensuring a disability is not a barrier to learning.
Updating staff training & awareness	Evaluate staff training levels and provide relevant training for any skills gaps Specifically trained staff appointed to support visual impaired child, Charge syndrome, downs syndrome Epipen training Deaf Awareness training Visual Impairment training	Teaching and support staff aware of pupil needs and area able to ensure curriculum deliver to all pupils Whole school community understanding of different needs	HT DHT Phase Leaders All staff	On going	Improved understanding of conditions leading to improvement in access to 'the curriculum
Out of school activities accessible by all	Review offer of provision to disabled pupils Provision of additional staff member to support disabled pupils in chosen afterschool club, ensure all staff are trained to meet the needs of the child	Afterschool activities accessible to all pupils to ensure full access to everything on offer	HT DHT SENDCo Administrator	September 2019 termly thereafter	Improved disabled pupil access to extra-curricular activities
Classroom provision	Review classroom and corridor layouts to ensure accessibility for disabled pupils and staff. Provision of specific resources to support	Classrooms fit for purpose and accessible to all pupils regardless of need	Teaching Staff SENDCo	On going	Improve physical access for all pupils

	the learning and enable disabled pupils/staff and those with additional needs to access the classroom without detriment to them.			
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Improving Physical Access

Action	Strategy	Responsibility	Timescale	Cost
Signage	Appropriate signs for visually impaired	Clerical Assistant	By September 2019	Minimal – in house printing
Hearing devices used for hearing impaired children	Contact Hearing Impairment Team at NCC to ensure adequate provision	SENCo	On going	Statutory Service
Equipment & Support for disabled pupils	Contact the Portage team at NCC to ensure adequate provision	SENCo	On going	Statutory Service