



Hurst Green CE Primary School and Nursery Statutory Statement

Statement:	Accessibility plan
This statement was approved:	May 2017
This statement will be reviewed:	March 2020
Governor committee responsibility:	John Crouch

At Hurst Green CE Primary School and Nursery our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and**
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.**

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Hurst Green CE Primary School and Nursery is committed to providing an environment that enables full curriculum access that values and includes 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.

The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

Hurst Green CE Primary School and Nursery’s Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Hurst Green CE Primary School and Nursery's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body/IEB. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

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

The priorities for the Accessibility Plan for our school were identified by:

- **The Governor Body**
- **Head Teachers**
- **Inclusion Leader**
- **Site Manager**



ACCESSIBILITY PLAN:

PERIOD COVERED BY THE PLAN: ACADEMIC YEAR 2018/19

PLAN WRITTEN BY: Allison Flack (Head of School) Catherine Palmer (SENCo)

INITIAL DATE: 10 May 2018

MOST RECENT REVIEW: October 2018

NEXT REVIEW: May 2019

CONTEXT:

- Hurst Green School was built in 2010 it has full disabled access
- The school had inconsistent leadership from May 2015 to April 2017. Since April 2017 leadership has been consistent and is secure until September 2019. The leadership structure for 2017/18 consists of an Executive Headteacher (0.4 FTE) and a full time substantive Head of School.
- There is a consistent staffing structure for 2018/2019.
- The school was rated Good by OFSTED in November 2015.
- The school has 5 classes, taught as YR, Y1/2, Y3, Y4 and Y5/6

KEY ISSUES:

- Attendance is in line the national average
- Attainment is in line with the national average for EYFS and KS1
- Attainment remains below the national average in KS2.
- SEN and PPG children made above expected progress for academic year 2017-18.

Objectives and Actions to Address Key Issues	Time Scale	Led by	Resources	Success Criteria, Milestones and Practice Indicators	Monitoring	Evaluation
<p>Improving access to the physical environment</p> <ul style="list-style-type: none"> • School is aware of the access needs of disabled children. • Create access plans for individual disabled children as part of MHCP/SEN process/ Ipage profiles. • Review access for nursery to and from the school premises • Ensure maintenance is regularly maintained • School staff are better aware of access issues. • Named medical staff to attend training on supporting pupils with medical needs and making reasonable adjustments. • Provide information and training on disability equality for all staff. • Make sure that all disabled children can be safely evacuated. • Put in place personal emergency evacuation plan for 	<p>Term 1 2018</p> <p>Quarterly Term 2 2018</p> <p>Term 1 2018</p>	<p>SENCO</p> <p>MK</p> <p>HT/SLT/ GOVs</p>	<p>Lift serviced £200 per year</p> <p>Training costs</p>	<p>By Nov 2018 SENCO and medical officer to Access plans for individual disabled children and see implemented.</p> <p>By Dec 2018 SENCO and Head to ensure Staff know and understand their role in making reasonable adjustments.</p> <p>By Dec 2018 SLT All staff aware of all pupils' access needs and monitoring shows pupils access the full curriculum and are making progress</p>	<ul style="list-style-type: none"> • Head to report to Gov's • SLT to review targets • SLT monitor impact • Parent voice/pupil voice • Reports from sensory need service 	<p>Provision in place for child in Yr 4 for seating and recording of work.</p> <p>Yr 4 teacher and SENCo met in September to discuss needs and ongoing provision.</p> <p>Regular visits from sensory service ensure provision is effective.</p> <p>Ch in Yr4 is making expected progress.</p>

all children						
To improve Access to The Curriculum						
To audit attendance of pupils with disability.	Termly	SENCo		Ongoing Heads - Learning walks to look at provision.	<ul style="list-style-type: none"> Pupil progress meetings 	<ul style="list-style-type: none"> Head to report to Gov's
<ul style="list-style-type: none"> Target and support those below 90% 						<ul style="list-style-type: none"> Review targets
To increase confidence of staff in differentiating the curriculum and develop a consistent approach across the school	Term 1 2018	SENCo	Built in leadership time PPM's	Ongoing Appropriate EHCP plans are in place.	<ul style="list-style-type: none"> Head to report to Gov's 	<ul style="list-style-type: none"> Identify future targets
<ul style="list-style-type: none"> Diagnostic learning walks inform professional development opportunities 	Term 3 2018	SENCo		By Dec 2018 SLT Planning shows all groups of learners are clearly identified within the class and appropriate pace and challenge is evident. Interventions are appropriately planned for to swiftly accelerate learners progress.	<ul style="list-style-type: none"> Track data to hold teachers to account through PPM's 	<ul style="list-style-type: none"> Review related policies
<ul style="list-style-type: none"> Coaching from SENCo on access to learning and using alternative recording in school (Additional Needs Plan(ANP)Education Health Care Plans (EHCP)) 	Term 1 2018				<ul style="list-style-type: none"> Track impact of support in interventions on a termly basis 	<ul style="list-style-type: none"> Has it met expected impact?
<ul style="list-style-type: none"> Joint planning and assessment with LSA's is established with new staff 	Term 2,4,6 2018	Heads			<ul style="list-style-type: none"> SENCo to be held to account for the progress against targets every term 	<ul style="list-style-type: none"> Does it follow school policy?
<ul style="list-style-type: none"> Staff held accountable for access to the curriculum at Pupil Progress Meetings (PPM) 					<ul style="list-style-type: none"> Lesson observations demonstrate appropriate content, challenge and support for learners who receive inclusion support 	<ul style="list-style-type: none"> Do policies need review?
<ul style="list-style-type: none"> Communication friendly classrooms using visuals. 	Term 1 2018	SENCo	SENCo time	Head/SENCo- Systems in place to ensure pupils with disabilities have good attendance and are supported where it needs to improve.	<ul style="list-style-type: none"> Planning and lesson observations demonstrate CPD has led to improved outcomes for learners. 	1 x ch (VI) attendance 94.0%
Ensure all staff have specific training on disabilities issues.	Term 3 2018	SENCo	SENCo time	SLT/SENCo Pupils are on track to make individual progress targets. Interventions are high quality and accelerate pupil progress.	<ul style="list-style-type: none"> SLT to review targets 	3 EHCP's have been issued, 1 child has subsequently left the school.
<ul style="list-style-type: none"> Undertake audit of staff training needs. 					<ul style="list-style-type: none"> SLT monitor impact 	20/1/18 Report for VI ch said accuracy when touch typing is improving (now at 90%).
<ul style="list-style-type: none"> Update SEN policy and share with staff. 	Support staff appraisal term 3 2018	SENCo	SENCo time		<ul style="list-style-type: none"> Parent voice/pupil voice 	Interventions in place for children across the school, and reported to Governors in terms 2,4 and 6
<ul style="list-style-type: none"> Set up system for information to be shared with all staff 	Sept 2018	Sports Teacher				EXEANT is now being used for all trips.
Ensure all staff are aware of and are able to use SEN software and resources.						New RE co-ordinator appointed for
<ul style="list-style-type: none"> Audit all SEN ICT and other resources and make a list available to all staff 						
<ul style="list-style-type: none"> Staff training on use of Clicker 7, word shark, Communicate and Print software 						
Ensure all school trips and camps are accessible to all.						
<ul style="list-style-type: none"> Revisit guidance for staff on making trips accessible. 						
<ul style="list-style-type: none"> Ensure new staff know how to write and implement risk assessments. 						
<ul style="list-style-type: none"> Appoint EVC Co-ordinator 						
Review curriculum areas to include disability issues.						
<ul style="list-style-type: none"> Embed PSHE and citizenship curriculum to address disability and equality issues. 						
<ul style="list-style-type: none"> Audit the school to ensure a variety of books and resources that reflect disability and equality (available to all staff) 						

<ul style="list-style-type: none"> Develop and review RE curriculum to encourage understanding of different cultures and beliefs. <p>Ensure disabled children participate equally in early learning time, after school and lunchtime activities.</p> <ul style="list-style-type: none"> Build participation into Sports Premium funding review /pupil premium. 	<p>Premium report July 2018</p> <p>May 2019</p>	<p>Sports Specialist teacher</p>	<p>Sports Funding</p>			<p>Sept 2018.</p> <p>Participation reported on in Sports Premium evaluation including SEN and those with disabilities.</p>
<p>Improving Access to information</p> <p>1. Review information to pupils and parent/carers to ensure it is accessible.</p> <ul style="list-style-type: none"> Ensure staff are aware of dyslexia friendly guidance on creating accessible information Marking and feedback is accessible for all learners Statutory documents accessible and published on school website <p>2. Annual reviews, transition meetings and school based plan review meetings use inclusive practice</p> <ul style="list-style-type: none"> Parents/carers/children are asked about access to information and accessible formats in all reviews Approaches are adopted to meet the needs of the learners. To ensure information and time given to the transition of nursery children into the early years classroom. To allow time and information sharing of new children into the nursery environment. <p>3. Produce accessible leaflet and increase support for parents of children with disabilities.</p> <ul style="list-style-type: none"> SENCo to distribute Accessible Leaflet on SEN to parents Reintroducing the parent café for parents Establish systems for sharing information for parents on SEN and disability issues SEN information report is accessible to parents and reviewed at least annually with key stakeholders 	<p>Term 3 2019</p> <p>Term 5 2019</p> <p>Term 2,4,6 2018/19</p> <p>Term 2,4,6 2018/19</p> <p>Term 1 2018</p>	<p>SENCo time</p>		<p>By July 2019</p> <p>iSEND to provide training for staff in terms 3,4 and 6 on Spech and Language, Dyslexia and ASD</p> <p>By September 2019</p> <p>All stakeholders of nursery children continue to be involved in information sharing to enable smooth transition.</p> <p>By April 2019</p> <p>Plans are in place to improve accessibility of information to parents in 2018-19</p> <p>Parents café arranged termly</p>	<ul style="list-style-type: none"> See monitoring and evaluation schedule See pupil progress and attainment targets. Head to report to Gov's Track data to hold teachers to account through PPM's SENCo to be held to account for the progress against targets every term. Lesson observations demonstrate appropriate content, challenge and support for learners who receive inclusion support Planning and lesson observations demonstrate CPD has led to improved outcomes for learners. 	<p>School has dyslexia friendly procedures in place</p> <p>Smooth transition for children into school.</p> <p>Carry forward when SENCo time is increased.</p>