



Hinckley Parks Primary School

School Accessibility Plan 2016-19

1. Schools' Planning Duty

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

1.2. Definition

The definition of disability under the law is a wide one. A disabled person is someone who has, "a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities"

The definition includes people with: Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, Mental health issues, Incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome, Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HI. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

1.3. This **Accessibility Plan** forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three 'key areas':

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

1. Increase access to the curriculum for pupils with a disability

E.g. Expanding the curriculum as necessary to ensure that 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 the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

2. Improve access to the physical environment of the school, adding specialist facilities as necessary

E.g. This covers improvements to the physical environment of the school and physical aids to access education.

3. 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 time frame.

1.5. It is a requirement that the school's **Accessibility Plan** is resourced, implemented, reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.6. The plan is to be reviewed and updated at least every three years.

2. Schools Aims

2.1. At Hinckley Parks Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that **Hinckley Parks Primary School aims:**

- to provide a safe, happy and stimulating learning environment which enables each child to reach his/her full potential
- to work as a team comprising children, staff, parents, governors, outside agencies and visitors
- to value the contribution of each individual within that team
- to provide a broad varied inclusive curriculum planned to suit the individual child yet within the National Curriculum framework
- to promote equality of opportunity regardless of race, religion, gender, social background or ability
- to recognise needs and nurture strength

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.4. As stated above, Hinckley Parks Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Hinckley Parks Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- Behaviour Policy
- Hinckley Parks Safeguarding policy and arrangements
- Health & Safety Policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3. Current Good Practice which supports this duty

3.1. The school's commitment to inclusivity has already been recognised by Ofsted who stated in the school's last inspection (July 2014) that:

'Disabled pupils and those who have special educational needs are fully included and supported in all activities, so they make similarly good progress to other pupils. This reflects the school's commitment to equal opportunities for all pupils'.

3.2. Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

3.2.1. Hinckley Parks has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

3.2.2. The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the outreach services, health professionals and Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

3.2.3. The school's family support worker also provides additional support for pupils and parents and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.2.4. The school works closely with specialist services including:

- Speech and Language Therapists
- Educational Psychology Service
- SEN Team Advisory Teacher for SEN
- CAMHS
- GPs and Paediatricians
- Dorothy Goodman Special School Outreach
- School Nurse Team
- Counselling
- Other advisory services

3.2.5. The school's governors, teachers, teaching assistants and meal-time assistants have a range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disability
- Visual impairment
- Specific medical conditions including asthma, ADHD etc.
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- ADHD
- Speech, language and communication needs (SLCN)
- Emotional / behaviour difficulties
- Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome
- Physiotherapy

3.2.6. Facilities and support currently on offer at the school include:

- Advice and support from School Nurse Team
- Medical Room and Paediatric First Aiders
- iPads
- Specific Learning Difficulties (SpLD) Specialist Teacher on-site
- Use of diagnostic assessments, e.g. CTOPP, WRIT, WRAT 4, DRA, BPVS111, DASH, TOMAL 2, SDMT, Lucid Rapid
- Transition arrangements, planning and support
- Access to Dorothy Goodman Special School Outreach
- Designated areas and support for 1:1 or small-group work
- Family support worker to access Early Help and other agencies, e.g. Young Carers
- SENCO
- Counsellor
- Advice, assessment and support from Speech and Language Therapist
- Training for Support staff is regular and on-going.
- We work closely with our Local Authority support services and buy into extra services to support pupils' additional needs -Educational Psychology etc.
- Access to ALL extra-curricular activities and clubs, school visits, residential and appropriate risk assessment
- Disabled toilet
- Individual visual timetables are used where necessary to improve communication.
- Interactive whiteboards are used to facilitate ease of delivery, allowing for multimedia usage to improve delivery of information.
- School newsletters and curriculum information is available on the school's website.

3.2.7. The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

Hinckley Parks School has just moved sites and are currently looking at ways to improve the physical environment.

4. Review and Implementation

4.1. The **Accessibility Plan** is reviewed by the Governing Body who will consult and liaise with other stakeholders when reviewing the plan and setting new targets.

4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention (if still applicable) will be carried forward to the next action plan.

4.3. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's plan for 2016-2019 is attached in Appendix 1.

Appendix 1

ACCESSIBILITY ACTION PLAN September 2016-19

Access to the Curriculum				
Target	Actions to achieve target	Success Criteria	Lead person	Review Date
<p>Increase confidence of all staff in differentiating the curriculum</p> <p>Develop inclusive, quality first teaching</p>	<p>Assess staff training needs on curriculum access</p> <p>Assign CPD for identified areas.</p> <p>Devise Equality of Access document</p> <p>To provide information for teachers on differentiating and personalising the curriculum for pupils with additional needs</p>	<p>Raised staff confidence in strategies for differentiation and increased pupil participation</p> <p>Increased access to the curriculum.</p> <p>Needs of all learners met within reasonable adjustments.</p> <p>Lesson observations show that all children make progress within lessons</p>	<p>SENCO</p> <p>Teaching & Learning</p>	<p>On-going and as required</p> <p>2016</p> <p>2017</p> <p>2018</p>
<p>Ensure classroom support staff have specific training on disability issues</p>	<p>Through TA meetings & training on how to support pupils with ASD, dyslexia, communication and interaction, social and emotional difficulties</p>	<p>Support staff are even more aware and supportive of pupils needs.</p> <p>Pupils well supported in lessons and interventions</p>	<p>SENCO</p> <p>Emma Stevens:</p> <p>TA meetings</p>	<p>On-going and as required</p> <p>2016</p> <p>2017</p> <p>2018</p>

Use ICT software to support learning	Review needs of learners to consider whether any new software is required to support access to curriculum e.g. Clicker, Nessy, voice recognition etc Commit to provide appropriate ICT resources to meet pupil need	ICT used where necessary - Clicker, recording devices (voice/visual) etc -Pupils can access curriculum fully	SENCO	On-going and as required Data review meetings	
All educational visits to be accessible to all	Teachers of pupils with disabilities to plan for access to educational visits. Use LA guidance for planning accessible trips.	All pupils with disabilities access school trips successfully	SENCO Class Teachers	On-going and as required. Review annually: 2016 2017 2018	
Parental and pupil feedback	Questionnaire / consultation with parents of pupils with SEND.	Feedback used to inform future priorities and school improvement.	Head Teacher SENCO	Annually: 2016 2017 2018	

Access to the Physical Environment				
Target	Actions to achieve target	Success Criteria	Lead person	Review Date
Improve signage to indicate access routes around school	Signs indicate disabled parking bays and wheelchair friendly routes around school.	Disabled pupils, parents and visitors aware of wheelchair access to all parts of the school	BM	Spring term 2017
Improve the quality of provision for children with specific emotional needs	Increase number of tranquil spaces within school for pupils with additional needs	All pupils who need access to a tranquil space or Safe Space due to emotional needs have a designated space (described in Individual Learning Plan or Behaviour Support Plan).	SENCO Class Teacher	Spring term 2017
Disabled parking	Ensure disabled parking spaces are always available for those parents and pupils	Disable badge holders always able to access disabled parking, when required. Prompt action taken for users who do not park appropriately.	Head teacher BM	
Outdoor sensory provision	Develop Peace Garden and outdoor areas in terms of seating, quiet time and sensory stimulation	Outside areas used more effectively to increase access for pupils	SLT	

Access to Delivery of Information				
Target	Actions to achieve target	Success Criteria	Lead person	Review Date
Ensure information on websites can be enlarged and statement on website if anyone requires the information in any other format	Speak to web team to check and place wording on website if not already there and obvious. Message in newsletter as a standing item.	Stakeholders will know that if necessary, information can be presented to them in an alternative format.	SENCO Web Team	December 2016
Availability of written material in alternative formats	All staff and parents aware of services available for requesting information in alternative formats.	Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats		Spring term 2017

Appendix 2

Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers may find useful in thinking of a range of adjustments they might want to make.

<p>Pre-planning information</p> <ul style="list-style-type: none">• Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?• Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?• If you don't know how the disabled pupils needs will/can be met seek advice from SENCO
<p>What preparation have you made with the class/ group for:</p> <ul style="list-style-type: none">• one to one peer support• collaborative teaming• group work• valuing difference of race, gender, ethnicity, disability or religion• How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?
<p>Lesson planning: how will you support the needs of all learners?</p> <p>Consider:</p> <ul style="list-style-type: none">• timing,• variation of activities,• types of activities [concrete/abstract],• reinforcement of key ideas,• extension work• recall of previous work,• links to future work,• clear instructions. <ul style="list-style-type: none">• Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?• Are you able to access specially adapted equipment for some students to enable them to participate fully?• If not, can an alternative way be found?• Will the diversified and differentiated work allow all pupils to experience success at their optimum level?
<p>What different teaching styles are you going to use?</p> <ul style="list-style-type: none">• Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?

- Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing?
- Kinaesthetic e.g. use movement, role play, artefacts, use the environment

Prepared materials

- Are written materials accessible to all: formats; readability; length; content?
- Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc. are they accessible to all?
- Appropriate use of augmented communication and ICT

Self-presentation

- Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?
- Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?
- How will you use your voice in the lesson, e.g.: volume, tone, and make sure all children understand you?
- Where will you position yourself in the classroom and when?

Use of support staff

- Have you met with or at least communicated with support staff before the lesson?
- How are you going to use other adult support in the lesson?
- Does their use allow all children to be equally included in the class activities?
- If you are using support staff for withdrawal, how do you know the pupils are gaining from this?
- If you are using withdrawal, how are the groups organised?

Classroom organization

Is seating carefully planned and/or the activity accessible for pupils with:

- mobility impairments e.g. circulation space, table height
- hearing impairments e.g. sight line for lip reading/ interpreter/ no glare
- pupils with challenging behaviour e.g. in adult gaze; at front for eye contact
- pupils with short attention span/easily distracted, e.g.: sit on own
- learning difficulties who need a lot of support, e.g.: next to peer supporter
- short attention span, e.g.: distraction free zone

<ul style="list-style-type: none"> • What seating plans are you using and why? • Will seating plans make use of peer support and how?
<p>How will you organise and group pupils in lessons?</p> <ul style="list-style-type: none"> • Friendship groupings? • Mixed sex/same sex groupings? • Mixed ability/same ability groupings? • Specific pairs of pupils working together, e.g.: stronger reader/weaker reader?
<p>How will you deal with unexpected incidents?</p> <ul style="list-style-type: none"> • Are you aware of the systems for dealing with unexpected incidents, e.g.: evacuation, fainting or fits, incontinence, medical emergencies?
<p>How will you ensure that all students feel equally valued through their experiences of:</p> <ul style="list-style-type: none"> • the allocation of teacher and support staff time; • being listened to/ paid attention to; • being respected; • achieving; • interacting with their peers.
<p>How will you assess the outcomes?</p> <ul style="list-style-type: none"> • Do you have a scheme for assessing the achievements of all? • Have you looked at alternative forms of assessment? E.g. video recording progress, peer evaluation, self-evaluation? • How will you involve pupils in assessing their progress?