

Accessibility Plan 2019 - 2022

Safeguarding Statement

Everyone at Horton Grange shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in school and;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.

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Context

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department of Education as a required policy.

An accessibility plan is a plan for:

- (a) Increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is

'... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities'.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Legal Background

Under the Special Educational Needs and Disability Regulations 2014, Horton Grange has three key duties towards disabled pupils;

- not to treat disabled pupils less favourably for a reason related to their disability,
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage,
- to plan to increase access to education for disabled pupils.

As a Governing Body, we are opposed to any discrimination towards a disabled person because of their disabilities. This includes people with physical and sensory disabilities, learning difficulties and people who experience mental/emotional stress.

We adopt the social model of disability, thereby acknowledging that the majority of disabled people are disabled more by society's attitudes and the way that society is organised, than by their impairment. We believe that, wherever possible, disabled pupils should have the same opportunities as their non-disabled peers in their access to education. We aim to be an inclusive school, which provides for all pupils, through increasing access and removing barriers to learning.

In any future proposed alteration to the school, the Governors will consider the possible requirements and implications for disabled users. Any change in the school curriculum that would increase the extent to which a disabled pupil could participate would be explored, should we admit a disabled child or employ an adult with a disability within school. Any reasonable adjustment would be made, as a matter of urgency.

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Our School Vision

We are continually working to achieve our school vision, which includes the following statements:

- Learning together to be the best we can be
- Equipped with skills to be lifelong learners and reach our full potential
- Delivering new experiences, new horizons and excellent outcomes for all

Horton Grange Primary School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our SEND Information Report, which is reviewed annually. As an inclusive school we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners' needs should be met.

Horton Grange Primary will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead, so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent that disadvantage.

Contextual Information

Horton Grange Primary was until 2010 a 3 to 9 first school and shared its very large site with Bebside Middle School. In 2009 a significant refurbishment took place in preparation for the additional pupils in Y5 and Y6. This included the addition of improved access points and toilet facilities. In 2019 an extension was built and refurbishment of existing space to ensure the building has capacity to accommodate 90 children per year group. All areas of the school are accessible to wheelchair access with support however distances are often excessive. Internal corridors include ramps at several points and doors do not open automatically. The external site is extensive and although access to play areas is reasonable the wider site is less accessible. Recent refurbishment (2019) has ensured that there is additional ramp access to the EYFS unit, dedicated changing area which is accessible for disabled access and an additional disabled toilet in the Y6 extension. There is now also a dedicated medical room.

Current Position

Our current school position, including the provision we offer to our SEND pupils, is reflected in our SEND Information Report and Equalities Report.

We currently have 397 mainstream pupils in Reception to Year 6 with 16 pupils (Jan 20) in our 2 year old provision and 100 (by Easter 2020) part time pupils in our nursery. (Note numbers can fluctuate)

The proportion of pupils with SEND Support is well above national, whilst the proportion of pupils with an Education Health Care (EHC) Plan is below.

This plan will be reviewed at least every 3 years. It may be amended sooner following feedback from users and dependent on changes to the pupil population.

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Current Disabilities (2019)

The school has children with a wide range of disabilities, which include:

- moderate and specific learning difficulties,
- communication difficulties,
- children who have epilepsy,
- children who have EpiPens for allergic reactions,
- physical developmental disorders eg cerebral palsy,
- behaviour, emotional and social difficulties,
- visual and hearing disabilities,
- children with chromosomal abnormalities.

Appropriate training has been provided for staff and all First Aid certificates are kept up to date.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe

Increasing access for disabled pupils to the school curriculum

- Improving teaching and learning lies at the heart of the school’s work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child’s needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

| TARGET | STRATEGIES | TIMESCALE / RESPONSIBILITY | SUCCESS CRITERIA |
|---|--|-------------------------------|--|
| Ensure that the revised curriculum intent document / model is enabling SEND pupils to make good or better progress in all classes | <p>Precisely monitoring activities on evaluating impact of teaching / curriculum on SEND pupils’ progress.</p> <p>Increase SENDCO release time to include specific monitoring time</p> | SENCO – November 2019 ongoing | SEND pupils make good or better progress based on starting points and are on track to reach challenging targets. |

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| Continue to refine the school's assessment system to capture a more precise picture of the attainment and progress of SEND pupils working below the expected level e.g. through progress against individual target linked to barriers. | SLT/SENDCO to investigate and evaluate assessment systems and select appropriate model which captures small steps of progress | SLT/SENCO On-going | School assessment system accurately tracks progress of SEND pupils and as a result good progress is made from starting points |
| Increase confidence of all staff in differentiating the curriculum | Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods | SENCO - on-going and as required | Raised staff confidence in strategies for differentiation and increased pupil participation |
| Ensure classroom support staff have specific training on disability issues | Be aware of staff training needs Staff access appropriate CPD | SENCO As required | Raised confidence of support staff |
| Ensure all staff are aware of disabled children's curriculum access | Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child | As required SENCO | All staff aware of individuals needs |
| Increase staff confidence in understanding of children with social and emotional needs and mental health needs. | Continue to roll out Thrive training and updates in school Parental support lead to train as Thrive practitioner and use to support and develop understanding among parents. 2 X lead member of staff to attend and be part of trail blazers project. | SEND LEAD AHT - behaviour and welfare | All staff aware of signs to identify children with mental needs and who to share information with. Staff are confident to carry out Thrive screens and actions from action plan. Thrive language is used throughout school. |
| Use ICT software to support learning | Make sure software installed where needed | ICT CO-ORDINATOR | Wider use of SEN resources in classrooms |

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| All educational visits to be accessible to all | Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness | HT / EVC | All pupils in school able to access all educational visits and take part in a range of activities |
| Review PE curriculum to ensure PE accessible to all | Gather information on accessible PE and disability sports. Seek disabled sports people to come into school | PE CO-ORDINATOR | All to have access to PE and be able to excel |

Improving access to the physical environment of the school

- Our site is extensive both inside and out. During recent refurbishments the physical environment has been improved, however it remains a priority to continue to improve the physical environment of the school to increase the extent to which disabled users may take advantage of the facilities we have, both indoors and outdoors.
- Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.
- We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

| TARGET | STRATEGIES | TIMESCALE / RESPONSIBILITY | SUCCESS CRITERIA |
|--|--|---|---|
| The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors | To create access plans for individual disabled pupils when required. Be aware of staff, governors and parents' access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/carers. Consider access needs during recruitment process Ensure staff aware of Environment Access Standard | SENCO As required Headteacher As required Headteacher As required (by text/letter) Headteacher Ongoing | Access plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues |
| Improve signage and external access for visually impaired people | Yellow strip mark step edges | Site manager | Visually impaired people feel safe in school grounds |
| Improve vehicle access for disabled drivers / pupils' families | Drive way has been widened and designated disabled parking bays are in place | HT / SBM | |

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Improving the delivery of written information to disabled pupils

- This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe.
- In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need

Accessibility of Information

| TARGET | STRATEGIES | TIMESCALE / RESPONSIBILITY | SUCCESS CRITERIA |
|--|--|-------------------------------------|--|
| Review information to parents/carers to ensure it is accessible. | <p>Provide information and letters in clear print in “simple” English. School office/Parent Liaison Officer will support and help parents to access information and complete school forms.</p> <p>Ensure website and all documentation accessible via the school website can be accessed by the visually impaired.</p> <p>Specify on the school website and provide regular reminders on the school Facebook page that large type formats of any school produced documentation can be made available.</p> <p>Policies to include foot note about larger print.</p> | <p>SBM</p> <p>ICT / web manager</p> | <p>All parents receive information in a form that they can access</p> <p>All parents understand what are the headlines of the school information</p> |
| Languages other than English to be visible in school as required | Some welcome signs to be multi-lingual | SBM / Site Manager | Parents are confident to come into school for support |

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| Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems | Access to translators, sign language interpreters to be considered and offered if possible | As required SENCO | Pupils and/or parents feel supported and included |
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THIS PLAN IS AVAILABLE IN LARGE PRINT ON REQUEST