



# **Hamsey Green Primary School & Acorns Nursey**

## **Accessibility Plan 2023 - 2026**

**Reviewed: March 2023**

**Next review Date: March 2026**

**Review by Nikki Mace Head Teacher**

# **HAMSEY GREEN PRIMARY SCHOOL**

## **ACCESSIBILITY PLAN 2023-2024**

### **School Accessibility Plan**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act (2010). It draws on the guidance set out in “Accessible School: Planning to Increase Access to schools for disabled pupils” DfE.

### **Purpose of the Plan**

The purpose of this plan is to show how Hamsey Green Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Hamsey Green Primary School 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.

### **Definition of Disability**

The Equality Act 2010 defines an individual as disabled if

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

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

## **Rationale**

Hamsey Green Primary School undertakes to:

- Not treat disabled pupils less favourably, and
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

'A person has a disability if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities.' (Disability Discrimination Act 1995)

## **Improving Access to the Physical Environment.**

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

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which 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;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

**Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

**Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and the headteacher.

Aims and objectives

**Accessibility Plan Code**

- C. Increase access to the curriculum for pupils with a disability
- E. Improve and maintain access to the physical environment
- I. Improve the delivery of written information to pupils

## Improving Access to the Curriculum

<b>Objectives State short, medium and long-term objectives</b>	<b>Accessibility Planning Code (C, E, I)</b>	<b>Actions to be taken</b>	<b>Resources</b>	<b>Person responsible</b>	<b>Timeframe</b>	<b>Success Criteria</b>
Ensure visibility of steps/kerbs etc. Remain clear at all times	E	Premises Manager to monitor half termly and re-paint steps yellow as and when Required	Paint time	Premises Manager	On-going	In place - monitor to adapt to needs
Access to school building via car park for anyone with mobility problems.	E	Ensure disabled bays in both car parks are kept clearly designated. Members of the public to be allowed to use bays if free to allow ease of access on site.	to ensure signs kept clear.	Premises Manager	On-going	Bays are clear and well marked

<b>Objectives State short, medium and long-term objectives</b>	<b>Accessibility Planning Code (C, E, I)</b>	<b>Actions to be taken</b>	<b>Resources</b>	<b>Person responsible</b>	<b>Timeframe</b>	<b>Success Criteria</b>
To ensure general disabled access across the whole school remains in place and any improvements highlighted are brought to the attention of the HT and H &S team	C E I	monitor and report to HT and H &S team. Act upon legislation and maintenance issues as they arise.	time for physical monitoring.  time to implement new requirements/improvements.  The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	Premises manager	On-going	Sites are suitable for disability access and adapted where possible when required
Focus on individual year groups as need arises for more physical access to classrooms.	C E I	to liaise with MAT to enable more wheelchair access OR slopes are accessible to areas when required	monitoring of site for physical access needs when required	Premises manager & SENDco	On-going	Classrooms are accessible for disabilities and wheelchair access

Hearing impaired system	E	SENDco to liaise with MAT IT Consultants when hearing systems are required	time	Premises, Sendco and IT	On going	Hearing loop is operational when required for classrooms and hall
Refurbishment	E	To ensure that when classrooms are refurbished (painted) that appropriate colours deemed better for visually impaired are used.	time paint	Premises and HT	On-going as refurbishment takes place.	
Nursery - disabled toilet use	E	To ensure that pupils and members of staff are protected when pupils have to be accompanied to use the disabled toilet on the Nursery site.	Time	Premises and Sendco	Monitor	The site meets H& s requirements in terms of disability access
Primary site – disabled toilet use	E	To ensure that pupils and members of staff are protected when pupils have to be accompanied to use the disabled toilet on the Primary site.	Time	Premises and Sendco	Monitor	The site meets H& s requirements in terms of disability access

To improve provision for pupils with SEND.	C, I	Audit of experience, training and confidence and CPD needed.	Audit Staff training/CPD			Audit Staff CPD
To improve the provision of ICT equipment for pupils with SEND	C, I	Teachers to be given opportunities to watch Outstanding practitioner use ICT in lessons.  IT lead to be given training and opportunities to use ICT within the curriculum and in reach to other staff	Time to be given to training and opportunities to use ICT within the curriculum and in reach to other staff	Sendco IT Lead Teachers	Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.	IT differentiation noted in learning walks and observations
To improve the progress and participation for pupils with sensory and or physical difficulties	C, E, I	To write Pupils profiles Widget training when required Develop fine motor and gross motor groups across school if as necessary Lexia Training	SENCo with class teacher to develop pupil profile  SENCo to deliver ongoing Widget training when required Sports coach to establish and develop gross motor group. Fine motor groups in KS1/ plan inclusive activities in lessons.	SENCo  SENCo  Sport Coach	Annually in Sept Ongoing  Annually reviewed termly.	Pupil profiles  Widget being used in books and classroom displays when required Provision map and observations Markings on step



To offer specialist provision for SEND children in an inclusive environment	C, E, I	To ensure inclusive practice in lessons and activities e.g. after school club, school trips.	Integration timetable for the curriculum. ASD friendly environment around the whole school  inclusive activities and school trips	SENco	On going	Training logs Learning walks Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils. Pupil profiles Meetings timetabled Minutes of safeguarding meetings
To ensure smooth transition of all pupils with SEND	C, E, I	meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs Review and implement a preferred layout of furniture and equipment to support the	Pupil profiles Transition of information to secondary and visits. Meetings with secondary staff EYFS home visits. SEN list with links to professional info for teachers to have access to. Stay and play sessions Regular safeguarding meetings to discuss children at risk.	Sendco CT DSLs EYFS Lead Nursery manager Secondary SENco	annually On going	CPD log shows evidence of training undertaken  Request form submissions and support offered  Evidence from stay and play sessions and home visits

		learning process in individual classrooms.				
To improve the progress and participation / for pupils with cognition and learning difficulties.	C, I	Staff training on differentiation. Widget training when required. In house reach support from Inclusion team	Deliver training to support SEND knowledge and strategies to differentiate. Ongoing training for all staff. Staff can do a request for support form outlining the provision they have provided so far, what has worked, what hasn't worked	SENco	On going	CPD log shows evidence of training undertaken
To improve pupil voice for children with SEND at school	C, I	SEND pupils to be on school council	School council	School council lead Teacher	On going	SEND pupils on school council
To improve the progress for children with communication and language difficulties	C, I	Speech therapist to develop staff skills when required  SALT to work with individual pupils	SALT support across school to upskill staff through, deliver training, deliver 1-1 therapy to identify areas of need	SALT, SENCo	Termly reports Provision maps Parents evening	Development of SALT across school through training. Provision map  Evidence of parents attending

To improve the attainment and participation of pupils with social, emotional and mental health difficulties,	C, I	<p>Review learning mentors support for children with MH difficulties and adapt as required.</p> <p>Signpost parents to support</p> <p>Develop an emotional regulations area</p> <p>Access to the Mental Health Nurse</p> <p>Support offered via inclusions &amp; Schools Attendance Officer</p>	<p>Meet regularly to discuss children impacted by SEMH issues with safeguarding team and SENCo</p> <p>Social group</p>	DSLs SENCo SEND TAs	On going	Provision map Referrals to outside agencies
Increase access to the curriculum for pupils with a disability	C, I	<p>The school offers a differentiated curriculum for all pupils</p> <p>Resources tailored to the needs of pupils who require support to access the curriculum</p>	Planning meetings PPA	CT Sendco	Ongoing	The curriculum is reviewed to ensure it meets the needs of all pupils

		<p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p>				
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible.	<p>Internal signage</p> <p>Large print resources</p> <p>Pictorial or symbolic representations</p> <p>Braille</p> <p>Induction Loops when required</p> <p>Flashing fire alarms</p>	Signs	Sendco Premises manager	On going	Internal signage is clear with pictorial representations

Ensure PEEP (Personal Evacuation Escape Plans) are in place	I E	Plans written and shared with stakeholders	PPEP	Premises Sendco H&S MAT HT CT SENDTA	On going	PEEP plans in place and accessible
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To be reviewed March 2024