

Accessibility Policy

Hawthorn Primary School



Approved by: Safeguarding

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Last reviewed on: March 2019

Next review due by: March 2022

Introduction

At Hawthorn Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness tolerance and inclusion.

As a school we recognise our duties under the 2010 Equality Act and the SEN and Disability Act 2001 (SENDA):

- 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 the access to education for disabled pupils;
- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

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

1. Starting Points

1A: The purpose and direction of the school's plan: vision and values

Hawthorn Primary School - where every child really matters

Hawthorn Primary School has the highest ambitions for its disabled pupils and pupils with additional needs. We expect them to make good progress and to reach their full potential, by removing barriers in every area of the life of the school for individual pupils. Our commitment to equal opportunities is led by the National Curriculum Inclusion Statement. We set challenging, but suitable targets, respond appropriately to diverse needs and strive to overcome potential barriers in every area of school life.

The school set the following priorities for the development of the vision and values that inform the plan:

- Involve disabled people (pupils, staff, parents) in the preparation of the scheme;
- Make improvements to the physical environment of the school to increase access;
- Increase access to the curriculum;
- Make written information accessible to pupils in a range of different ways;
- Recruitment, development and retention of disabled employees;
- Ensure that educational opportunities are available to all pupils, and the achievements of disabled pupils is at expected levels;
- Assess the impact of current or proposed policies and practices on disability equality.

1B: Information from pupil data and school audit

According to the 2010 Equality Act, a person has a disability if—

- The person has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on person's ability to carry out normal day-to-day activities.

Definition of the terms:

- 'Physical impairment' includes sensory impairments;
- 'Mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'Substantial' means 'more than minor or trivial';
- 'Long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

At Hawthorn:

- There are a number of disabled pupils and pupils with additional needs. The range of current disabilities includes: speech and communication, hearing impairment, ADHD, sensory and physical difficulties, dyslexia, cognition and learning needs, social, emotional and mental health needs;
- There are at present no pupils for whom mobility is an issue, as the school in its present form is not compatible with DDA regulations;
- Staff have had training in Dyslexia, Autism, hearing loss and the use of technology to support pupils with these difficulties;
- Patterns of attendance are analysed to ensure no disabled child is disadvantaged – the school has a zero exclusion policy;
- Disabled pupils participate in all off-site activities including residential experiences with support.
- Access to information is planned: for example, dyslexic pupils will have longer to write things down and for those children who have difficulty copying from the board, information will be written down for them. Text size and font colour is monitored to ensure maximum access for visually impaired children. Pupils will also have individual support to ensure access.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- Ensure all data with regards to attainment and achievement is analysed to ensure all groups have equal opportunity and that support is appropriately given;
- Work with parents on their understanding of disability to make sure they are accessing all the appropriate support and so they can hold the school accountable.

1C: Views of those consulted during the development of the plan

At Hawthorn, we pride ourselves on collaborative work between staff, governors, parents, and where appropriate, the children themselves to make sure decisions are appropriate.

Parents of children with disabilities are happy with the physical environment of the school and are confident that the school adapts the curriculum to meet the needs of disabled pupils and those with additional needs. Through special educational needs reviews, for example, we identify any change in need and adapt accordingly.

The school works closely with the LA to co-ordinate our plans with their accessibility strategy.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

- The curriculum is changing over time and new elements are constantly updated and evaluated to ensure accessibility for all pupils;
- Information technology is used as much as possible to engage and motivate all learners especially those with a disability;
- Additional support staff make sure all pupils can achieve but also learn independence in their work;
- Regular monitoring to ensure high quality teaching for all to improve disabled pupils' access to the curriculum;
- All children with a disability or additional learning need have an Individual Education Plan (IEP);
- All pupils can join in with all forms of recreation; and extra-curricular activities: breakfast clubs, after-school clubs;
- Movement around the school is carefully monitored to support all pupils;
- No pupil is ever refused the chance to go on school trips. The school will always provide additional support if necessary.

The school set the following priorities for the development of the vision and values that inform the plan:

- Make improvements to the physical environment of the school to increase access;
 - Increase access to the curriculum;
 - Make written information accessible to pupils in a range of different ways;
 - Recruitment, development and retention of disabled employees;
 - Ensure that educational opportunities are available to all pupils, and the achievements of disabled pupils is at expected levels;
 - Assess the impact of current or proposed policies and practices on disability equality.
- **2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**
 - The school has had new front doors and a disabled toilet fitted at the office entrance of the school. This ensures that wheelchair users can at least get information, use facilities within the main hall.
 - There are two rooms within the hall that can be accessed.
 - A hearing loop has been installed within the main reception.
 - Visual cues of colour contrasts have been made within the corridors, stairs and different areas.
 - There is a reserved parking area outside of the main door.

Funding for improvements to the physical environment of the school may come from a variety of different sources:

The school has set the following priorities for physical improvements to increase access:

- Access to the side of the building by remove of shallow steps. No future works are anticipated or planned. See email to Neil Swinney 28th January 2019, confirming to leave this action in even though if this work is carried out it would provide no further access to the school due to all outdoor classrooms having steps and steps within both corridors to access class rooms.
- The SENCO manages all children with disabilities within the school and supports staff with individual plans and initiatives.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- School are able to provide pictures/symbols/Makaton for pupils with communication difficulties;
- Visual timetables are used widely across school;
- Handouts, timetables, worksheets, notices, information about school events can be enlarged, printed on different coloured paper, where appropriate;
- The school uses specialist services for advice and resources when necessary;

The school has set the following priorities for providing information for disabled pupils:

- Engage with support services so that the school is prepared if a visually disabled pupil were to be on role, e.g. accessibility to Braille.
- Involvement of outside agencies such as Educational Psychology Service, Speech and Language Therapy, Occupational Therapy and Physiotherapy for further consolation and collaborative work, where appropriate.

3. Making it happen

3A: Management, coordination and implementation:

Management:

- Hawthorn will ensure that all staff are aware of the disability discrimination duties through staff meetings;
- The Accessibility Plan will form part of the School Improvement Plan and as such will be overseen and reviewed by the Governing Body;
- The plan will be evaluated every 3 years, informed by staff and parents and analysis of data on progress and attainment of disabled pupils;
- Accessibility planning will be integrated into the school's overarching planning processes, including premises development, curriculum planning and repairs and maintenance.

Coordination: the following show how the accessibility plan fits in with other legislation and responsibilities:

- SEN legislation - most disabled pupils will also have SEN and the effectiveness of the school's provision to meet SEN will therefore have an impact on the progress of disabled pupils;
- Other parts of the DDA (duties towards the general public, in Part 3, and to staff in Part 2);
- Progress on the plan will be reported on at Governing Body meetings annually to evaluate effectiveness and will be linked to other policies across the school.
- Other policies and plans:
 - School improvement plan;
 - Professional development plan;
 - SEN policy;
 - Health and safety policies;
 - Local authority's accessibility strategy;
 - Social services;
 - Health agencies, particularly in respect of meeting the health needs of disabled pupils in school.

Implementation: see accessibility plan.

3B: Getting hold of the school's plan:

The school makes its accessibility plan available in the following ways:

- The plan is available in the school main office.
- It is available at the LA and on the school IT system.
- The plan is also available on the school website.