



HURWORTH PRIMARY SCHOOL

Accessibility Policy

Policy Version Control	
Policy type	School
Policy prepared by (name and designation)	Shaunagh Maguire SENCo
Statutory Policy	No
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Description of changes	Updates to how children with different needs are supported in school.
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Next review date	November 2023

Introduction

This policy is written in accordance with Schedule 10 of the Equality Act 2010 and Schedule 10 – accessibility for disabled pupils.

At Hurworth Primary School, we are committed to improving access for all people to the building and for all children to access the curriculum. The Accessibility Policy has been completed to ensure every opportunity to improve access has been identified and acted upon accordingly. This is reviewed annually.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) and subsequently by the Equality Act 2010 as:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”.

The definition of disability under the law is a wide one. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Down's Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

Key Objective

At Hurworth Primary School, we endeavour to make reasonable adjustments to reduce and eliminate barriers that impair access to the curriculum, thus enabling everyone to participate in the life of the school community, including pupils, staff and visitors with a disability.

Our Aims

The school will ensure that the accessibility of provision for all pupils, staff and visitors to the school is paramount. The main priorities in the school's plan will be in the following areas:



Increasing the extent to which pupils with SEND can access the school curriculum



Improving the delivery of information to disabled pupils, staff, parents and visitors in an appropriate format

Pupils with disabilities are fully included in the life of the school. They participate fully in the curriculum, and are fully involved in school visits. They access all areas of the school building and it fully complies with all Disability Discrimination Act Regulations.

As such, we are proud to have a building which includes:

-  A dedicated hygiene room – with shower, hoist and adjustable height hygiene bed
-  Ramped access to all parts of building; there are no upstairs levels. All school areas are accessible to wheelchair users.
-  Wide doors – externally and internally, so that children and adults using wheelchairs do not require special routes around the school and so that children can access every room in the building that they need to
-  A medical room, where children and adults can administer medicines privately and comfortably
-  3 accessible toilet areas
-  A dropped height reception desk – so that disabled visitors feel appropriately welcomed from their initial moments of being in the school
-  Dedicated disabled car parking spaces

Children with SEND are able to, and are encouraged to, attend a range of after school clubs and represent the school in sporting teams and events, musical performances and the school council equally as much children without SEND.

We support children with the following needs:

SEND	How we support children with SEND'S education
Visual impairments	Enlarged texts/worksheets Writing slopes Adjustable interactive whiteboards Laptops/iPads to access texts Access to RNIB bookshare External support and advice from the Low Incidence Needs Service who are attached to our building Specialised stationery such as darker books with darker lines and coloured glue
Specific/moderate learning difficulties	Evidence based interventions such as Plus 1, Power of 2 and precision teach TA support for small group or 1:1 Little Wandle reading and phonics Keep Up, Rapid Catch Up or SEND provision sessions (all year groups) Multisensory learning e.g. Numicon and other concrete resources Access to laptops and iPads for typing up extended pieces of work Coloured overlay assessment kit, whiteboards and interactive whiteboard screens to support dyslexic tendencies Year 6 booster groups Pre-teaching when needed Visual aids to support learning across the curriculum
Communication & interaction needs/Autism Spectrum Disorders	Staff trained in sensory circuits Social stories Visual timetables Staff trained in supporting children with ASD in the classroom Sensory fidget toys Quiet rooms Work stations Ear defenders Support from an ASD base within the trust

	Pupil passports Widgits
Speech & language communication needs	Speech & Language link Support from a language base within the school trust Speech recommendations from a speech therapist on a 1:1 carried out as according to need Talking tins – a device which allows children to record messages/sentences and play them back
Physical needs	Hygiene room with shower, hoist and adjustable height hygiene bed Disabled toilets One storey building with ramps at all access points Wide internal and external doors Wobble cushions – improves posture and/or allows movement whilst sitting at the desk or on the carpet Writing slopes – improves posture when working at a desk A range of theraputties to strengthen hand muscles and act as a “fidget device” to improve focus Staff trained in catheterising, intimate care and physiotherapy Gross motor and fine motor weekly intervention ‘Little Ninjas’ focusing on core stability, posture and coordination Specialised stationery
Social, emotional and mental health needs	Quiet rooms Weekly sessions with a school counsellor All teaching assistants are trained in ‘active listening’ Weekly pastoral discussions in staff meetings Worry boxes in every classroom Regular discussions in PSHE that encourage children to open up about their feelings and emotions
All learning areas (for each individual) are assessed and modified to ensure that all barriers to learning are removed.	

Information from pupil data

In order to prepare for pupils' needs we use a variety of sources to gather information about pupils, prior to their starting our school, whether they start in Receptions or join us later in their school life. We meet with the child and their parents as well as liaising with other schools/settings, and with other professionals.

Views of those consulted during the development of the plan



We will consult annually with pupils, parents and staff on whole school issues. This will form part of the pupil and parental SEND questionnaires.



We meet parents with children who have SEND formally each half term to discuss the progress of children academically and socially. This is part of their learning plan review. Each child with SEND also has a pupil passport which is updated as and when needed.



Annually, we meet parents of children with Care Plans to review the Care Plan and the associated support. We review and refine our practice accordingly.



We will consult with experts when new situations regarding pupils with disabilities are experienced.

Strand 1: All children with SEND can access the school curriculum				
Action	Team(s)/ Individual Responsible	Timescale	Monitoring	Outcomes
Make reasonable adjustments to ensure maximum participation in the curriculum for all children with SEND. Review individual disabilities/needs within classes and adjust aspects of the curriculum to ensure children with SEND are able to participate.	All teaching staff	July each year, in preparation for new classes	SLT & SENCo through review of provision.	Children with SEND are able to participate fully in all aspects of the curriculum.
Ensure appropriate specialist equipment is available to support children with SEND. Review reports or annual reviews for those with EHCPs from professionals to check what is needed.	SENCo	As and when needed	SLT & LGB	Children with SEND are well supported and make good progress in their learning.
When planning (whether it be long/medium or short term) ensure that consideration is given to children with SEND and that their individual needs are catered for.	Class Teachers / Subject Leads	Termly - when medium term planning is adapted	Planning and work scrutiny, lesson observations, pupil interviews, by SLT, SENCo and subject leaders	Children with SEND learn effectively and make good progress in all curriculum areas.
When reviewing curriculum resources, consider the needs of children with SEND to ensure accessibility to the curriculum.	Subject leaders	Annually	SLT and SENCo	Class teachers have appropriate resources to meet the learning needs of children with SEND and, as a result, disabled learners make good progress.
Ensure the curriculum raises awareness to those with SEND through teaching resources, assemblies and special event days e.g. World Autism Week, are celebrated. Resources highlight people with a range of disabilities and from all walks of life.	All teaching staff	When appropriate	SLT and SENCo	Children with SEND feel that their identities are celebrated. All children have an awareness of the diversity of the pupil in school. Children see others with disabilities or special educational needs as positive role models.

When planning educational visits and experiences, ensure that the needs of children with disabilities are taken into account.	Class teachers	When appropriate	SLT and SENCO	Children with SEND access a range of educational visits and experiences.
Ensure that staff are appropriately trained in meeting the needs of children with SEND.	SENCO	When appropriate	SLT & LGB	Staff are confident in supporting children with SEND. The learning, social and medical needs of children with SEND are met.
Strand 2: Physical environment				
Review the physical environment of each classroom to ensure the needs of specific children with disabilities are met. Review EHCP plans and reports from professionals to check what is needed.	Class teachers	July each year, in preparation for new classes	SENCO	Provision is made to ensure that children with disabilities are able to access all aspects of learning and recreation, and participate fully in school life.
Ensure appropriate specialist furniture is available to support children with disabilities. Review EHCP plans and reports from professionals to check what is needed.	SENCO	As and when needed.	SLT & LGB	Children with disabilities are well supported and make good progress.
Strand 3: Access to information				
All staff are trained in deaf awareness and have some basic understanding of using Makaton. Key members of staff are trained in using Makaton so that they are confident in communicating with this.	SENCO	January 2023	SLT & LGB	Staff can communicate effectively with those children who need to use Makaton
All classrooms have visual timetables.	Classroom teachers	January 2023	SENCo	All children particularly with SEND will know what to expect each day
Classroom displays/working walls have minimal laminating to hinder vision.	Classroom teachers	Summer 2023	SLT & SENCo	All children can access the resources and make effective use of it.
Children with SEND have access to appropriate books.	SENCO & English lead	Ongoing	SLT & LGB	Children with SEND make good progress in reading. Children with SEND are encouraged to read for pleasure.



The plan in paper form will be made available on request and will be accessible via the school website.



Evaluation of the progress of the plan will be made by the governing body through an annual report by the relevant sub-committee.



We will endeavour to make every reasonable adjustment to ensure everyone can access all that Hurworth Primary School has to offer.