



# HURWORTH PRIMARY SCHOOL

## Accessibility Policy

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Policy type	School
Policy prepared by (name and designation)	Shaunagh Laing SENCO
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## **Introduction**

This policy is drawn up 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 pupils 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 will be 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, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anemia 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 endeavor 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 currently have children with the following needs:**

<b>SEND</b>	<b>How we support their education</b>
Visual impairments	Anti-glare laminating pouches used on displays Enlarged texts/worksheets Writing slopes Adjustable interactive whiteboards
Specific/moderate learning difficulties	Evidence based interventions such as Plus 1, Power of 2, Toe by Toe and Spelling shed TA support for small group or 1:1 Precision teaching Multisensory learning e.g. numicon Access to laptops for typing up extended pieces of work Coloured overlays, whiteboards and interactive whiteboard screens to support dyslexic tendencies
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 a ASD based within the trust Pupil passports
Speech & language communication needs	Speech & Language link Support from a language based within the trust Speech recommendations on a 1-1 carried out as according to need
Physical needs	Hygiene room with shower, hoist and adjustable height hygiene bed Disabled toilets One story building with ramps at all access points Wide internal and external doors Wobble cushions Writing slops Staff trained in catheterising, intimate care and physiotherapy Gross motor 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 Foundation or join us later in their school life. We meet with parents, either in school or in the home, 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.



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.

## **Hurworth Primary School Accessibility Plan 2020-2021**

**Objective 1: Increasing the extent to which pupils with SEND can access the school curriculum**

Action	Team(s)/ Individual Responsible	Timescale	Monitoring	Outcomes
<p>Make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities. Review individual disabilities within classes and adjust aspects of the curriculum to ensure learners with disabilities are able to participate.</p>	All teaching staff	July each year, in preparation for new classes	SLT & SEN team through review of provision.	Children with disabilities are able to participate fully in all aspects of the curriculum.
<p>Ensure appropriate specialist equipment is available to support children with disabilities. Review reports or annual reviews for those with EHCPs from professionals to check what is needed.</p>	SEN team	As and when needed	SEN team, class teachers & parents	Children with disabilities are well supported and make at least good progress in their learning.
<p>When planning the revised National Curriculum ensure that consideration is given to children with disabilities.</p>	Class Teachers / Subject Leads	Termly - when medium term planning is adapted	Planning and work scrutiny, lesson observations, pupil interviews, by SLT, SEN team and subject leaders	Disabled learners learn effectively and make good progress in all curriculum areas.
<p>When reviewing curriculum resources, consider the needs of disabled learners to ensure accessibility to the curriculum.</p>	Subject leaders	Annually	SLT and SEN team	Class teacher have appropriate resources to meet the learning needs of disabled learners and, as a result, disabled learners make good progress.
<p>Ensure the curriculum raises awareness to those with SEND through teaching resources, assemblies and special event days e.g. World Autism Week. Equality and diversity are celebrated.</p>	All teaching staff	When appropriate	SLT and SEN team	Children with SEND feel that their identities are celebrated. All children have an awareness of the diversity of the pupil in school.
<p>When planning educational visits and experiences ensure that the needs of children with disabilities are taken into account.</p>	Class teachers	Ongoing	SLT and SEN team	Children with disabilities access a range of educational visits and experiences.
<p>Ensure that staff are appropriately trained in meeting the needs of children with disabilities</p>	EHT	PD budget	SLT, SEN team & LGB	Staff are confident in supporting children with disabilities.

				The learning, social and medical needs of children with disabilities are met.
<b>Objective 2: Improving the delivery of information to disabled pupils, staff, parents and visitors in an appropriate format</b>				
Have systems in place e.g. through the MAT, to make available information when requested, in alternative versions e.g. braille, large print, audio, simplified language e.g. letters, emails, policies or accessing the school website	Admin team	Office Admin budget	SLT	Those parents/prospective families/visitors with visual impairments can access all information provided by the school.



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