



Hillcross Primary School

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Accessibility Policy and Plan

At Hillcross Primary School, we are dedicated to working together to provide an inspirational and exciting learning environment, where all children can develop an enthusiasm for life-long learning. We are committed to establishing equality for all pupils, their parents, staff and other users of the school.

Aims

Our Aims are to

- Increase access to the curriculum for pupils who have a disability,
- Improve and maintain access to the physical environment;
- Offer a broad, balanced and innovative curriculum which supports all pupils at an appropriate level;
- Instil positive values of mutual respect, tolerance and self-esteem, fostering an informed and critical awareness of people with disabilities in society;
- Apply a supportive pastoral framework, which both establishes a strong corporate identity and allows for our pupils to progress at Hillcross primary School.

The Accessibility Plan is listed as a statutory document with regard to the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every three years, and approved by the Governing Body. It will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan, and will be monitored by the Headteacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010, a person has a disability if:

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

Our Accessibility Plan has been developed from information supplied by Merton Local Authority, and consultations with pupils, parents, staff and governors of Hillcross Primary School. Other external agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies, and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that Merton Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Hillcross 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. We are committed to taking positive action in the spirit of the Equality Act 2010, with regard to disability and to developing a culture of inclusion, support and awareness within our school.



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The Hillcross Primary School Accessibility Plan shows how access is to be improved for pupils, staff or visitors who have disabilities in the school, within a given timeframe, and anticipating the need to make reasonable adjustments to accommodate needs, where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum, as necessary, to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; - if we fail to do this, we are in breach of our duties under the Equalities Act 2010; this covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs and educational visits. It also covers the provision of specialist or auxiliary aids and equipment, which may specific pupils in accessing the curriculum, within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities, as necessary – this covers improvements to the physical environment of the school and physical aids to access education;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include curriculum information, newsletters, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Our Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

- Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Current Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views.

Pupils who have a physical disability participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social or interaction difficulties, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical disability, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of pupils with disabilities, for example: peer relationships, the presence or lack of role models or images of disabled people, as well as all the school's policies and procedures, written and unwritten.

Different forms of communication are made available to enable all pupils with disabilities to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for pupils with disabilities, parents and staff.

Access Audit

The school is a two storey building with wide corridors and several access points from outside. All areas have wide door access to all rooms. The halls are on both levels, and are accessible to all. There is a lift which can accommodate a large wheelchair, which is maintained on a regular basis. School staff team are trained in the operation of the lift, when relevant. Training is reviewed annually. On-site car parking for staff and visitor includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.



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There are disabled toilet facilities available, which are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

Management, Coordination and Implementation

We will consult with specialists, when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with Merton Local Authority, on aspects relating supporting pupils with disabilities at Hillcross Primary School .

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy;
- Curriculum Policy;
- **Critical Incident Support Plan;**
- Equal Opportunities Policy;
- Health & Safety Policy;
- **Equality Plan;**
- School Improvement Plan;
- Special Educational Needs and Disabilities Policy;
- Staff Handbook.

The Accessibility Plan for physical accessibility relates to the Access Audit of our school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan, and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan, in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues, as required by the Equality Act 2010. The Accessibility Plan will be published on our school website.

The Accessibility Plan will be monitored through **the Governor Finance and Premises Committee** The school will work in partnership with Merton Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____



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Action Plan Aims and Objectives 2016 - 2019

Aim 1: To increase the extent to which pupils with disabilities can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to the curriculum, and to ensure full participation in the school's community for current and prospective pupils who have a disability.

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review all statutory policies so that they reflect inclusive practice and procedures.	To comply with the Equality Act 2010	Ongoing	Headteacher All Subject Leaders	All policies clearly reflect inclusive practice and procedures.
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	Headteacher All staff	Clear collaborative working approach
	To establish close liaison with external agencies for pupils who have ongoing health needs, for example, pupils who have asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	Headteacher Inclusion Officer Teaching Assistants External agencies	Collaborative working approach involving external agencies.
	Ensure full access to the curriculum for all children at Hillcross Primary School.	Employment of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities 	Ongoing	SENCO, Educational Psychologist, Occupational Therapy Service, MAOS, other external professionals, as required.	Advice taken and strategies evident in classroom practice. Children with autism or those who have behavioural difficulties, and are based in the Orchard are supported and are able to access the curriculum.



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		<p>for children and also in assessing progress in different subjects;</p> <ul style="list-style-type: none"> •A range of support staff including trained teaching assistants; •Multimedia activities to support the majority of curriculum areas; •Use of interactive IT equipment; •Specific equipment sourced from occupational therapy, as required. 			
Medium Term	To finely review attainment of all pupils with SEND.	<p>SENCO/ Class teacher meetings/Pupil Progress; Scrutiny of assessment system; Regular liaison with parents.</p>	Termly	Class teachers SENCO	Progress made towards support plan targets; Provision mapping structure shows clear steps and progress made by pupils.
	To monitor attainment of more able pupils	Booster groups or activities, as required.	Ongoing Annually	Class teachers	Pupils achieve above average results.
	To promote the involvement of pupils with disabilities in classroom discussions/activities; To take account of variety of learning styles	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate):</p>	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled</p>



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	when teaching.	<ul style="list-style-type: none"> •Wheelchair access •Screen magnifier software/enlarged text for the visually impaired; •Elklan training for Relevant staff; •Giving alternatives to enable disabled pupils to participate successfully in lessons; •Creating positive images of disability within the school, so that pupils grow into adults who have an understanding of the needs of disabled people. 			pupils, parents and staff are represented within the school.
Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually.	As above	Annually	SLT, Core curriculum coordinators and Governors	All children making progress.
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Termly SEN Governor /SENCO meetings	SENCO SLT/SEN Governor	Governors fully informed about SEND provision and progress.

Aim 2: To improve the physical environment of Hillcross school to increase the extent to which pupils who have disabilities can take advantage of education and associated services.

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Improve the physical	The school will take	Ongoing	SLT	Enabling needs to be met



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	school environment.	account the needs of pupils, staff and visitors with physical difficulties and sensory needs, when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and additional accessible facilities and fittings.			where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of the support plan process. Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings, and so on. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met, where possible.



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	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols, where needed.	With immediate effect to be constantly reviewed	Head Teacher Deputy Headteacher/inclusion Manager Inclusion Officer SENCO	
	Ensuring parents who have disabilities have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off or collect pupils. Arrange interpreters to communicate with parents who are deaf. Offer a telephone call to explain letters home for some parents who could benefit from this service. Adopt a more proactive approach to identifying the access requirements of parents who have disabilities.	With immediate effect to be constantly reviewed.	Entire School Staff -with immediate effect, and to be constantly reviewed	To ensure that Parents with disabilities are not discriminated Against, and are encouraged to take interest and be involved in their child's education.
Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To improve community Links.	School to continue to have strong links with schools in Merton and the wider community.	Ongoing	SLT All staff	Improved awareness of disabilities and the wider community and the world; Improved community



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					cohesion.
Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop our playgrounds and facilities.	Explore funding opportunities	Ongoing	Assistant Headteacher; Whole school approach	Inclusive, safe, stimulating, child-friendly play areas.
	To ensure roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Road Safety Cycle training for KS2 pupils.	Ongoing	Assistant Headteacher PSHE Co-ordinator SLT Class Teachers	No accidents
	To maintain accreditation of Healthy Schools Initiative	Continue to work towards Healthy Schools and Eco schools targets	Ongoing	Whole school approach	Ongoing Awareness in these areas

Aim 3: To improve the delivery of information to pupils and parents who have disabilities.

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Parents with Hearing Impairments.	Regular communication with parents Interpreter provided for parents' evening/annual reviews/meeting.	Ongoing	Class teacher SLT SENCO	Two way communication in place.
	To ensure all children	Regular parental	Ongoing	All staff	Pupils who have autism



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	with Autism have access to the curriculum	communication Individualised multi-sensory teaching strategies used for pupils with autism.			are able to access the curriculum.
	To enable improved access to written information for pupils, parents and visitors.	Use of Communicate in Print to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that it is accessible to all.	Ongoing	All staff to be aware	Pupils and Parents are aware of written school information.
Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring school's awareness of any disabilities.	Information collected about new children. Records passed up to each class teacher. End of year class teacher meetings. Annual reviews Support Plan meetings, as part of phase meetings. Medical forms updated annually for all children.	Annually	Class teachers SNAs Outside agencies	Each teacher/staff member aware of disabilities of children in their classes.



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		For pupils with significant health needs—photos displayed, for example, on staffroom notice board / information kept in separate file in staffroom.			
Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary.(Records on Sims/network/ protected	Record keeping system to be reviewed.	Continual review and improvement	Assessment Coordinator/SLT	Effective communication of information about disabilities throughout school