



Hillcross Primary School

Accessibility Policy and Plan

Mission, Vision and Culture

At Hillcross we enable our children to think differently, aim high and achieve.

Through our school culture of high aspiration, embracing challenge, collaboration, shared responsibility and respect for each other, we aim for Hillcross to be the number one school of choice for the local community. Our outstanding practice in all we do alongside our dynamic and ambitious curriculum provides all our children with rich opportunities and experiences for high quality learning and wider personal development.

Aims

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.

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 relationships and enables our pupils to progress.

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 be monitored by the Headteacher and evaluated by the Standards, Teaching and Learning 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



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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.

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 aid 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 interaction difficulties or sensory needs, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs and physical disabilities.

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 or hearing 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 hall and gym are on the ground floor, and are accessible to all. There is a lift



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which can accommodate a large wheelchair, which is maintained on a regular basis. Specific members of the school staff team are trained in the operation of the lift, when relevant. Training is reviewed annually. On-site car parking for staff and visitors 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.

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 Intent and Implementation;
- Critical Incident Support Plan;
- Equal Opportunities Policy;
- Health & Safety Policy;
- Equality Statement and Objectives;
- School Development 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 Standards, Teaching and Learning 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.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all members of the school community fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and



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resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.

Safeguarding Commitment

The school is committed to safeguarding and promoting the welfare of children, in line with the most recent version of Keeping Children Safe in Education, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

Privacy Policy

Hillcross School is committed to ensuring protection of all personal information that we hold. We recognise our obligations under the GDPR and Data Protection act 2018. Our practice is documented in our Data Protection Policy.

Monitoring and Evaluation

Written and approved: November 2017

Reviewed: November 2020

Date of next review: November 2023



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Action Plan Aims and Objectives 2020 - 2023

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.

Targets	Strategies	Timescale	Responsibilities	Success Criteria	RAG		
					2020 - 2021	2021 - 2022	2022 - 2023
Deliver findings to the Governing Body so that Governors are fully informed about the provision and progress of all groups of children.	<p>To monitor the impact of all school policies and procedures so that inclusive practice is embedded.</p> <p>To finely review progress and attainment of all groups of children including boys/girls, ethnic group, those with SEND, EAL and higher attaining children.</p>	On-going	Governors Headteacher SLT All Subject Leaders	All policies and procedure adhered to by all members of the school community in order to comply with the Equality Act 2010			
To ensure all staff have the knowledge and skills necessary to effectively reduce or eliminate barriers to the curriculum for all children at Hillcross Primary School.	<p>Continuing Professional Development to be made available to all staff relating to general support strategies as well as more specific training for those staff working directly with children who have a medical or special educational need.</p> <p>E.g. individualised multi-sensory teaching strategies used for pupils with autism.</p>	On-going	Headteacher SLT SENDCo	The curriculum is inclusive and can be accessed by all learners. Activities and resources are differentiated, including adult support so that all children make the best possible progress.			
Maintain close liaison with external agencies for pupils who have ongoing health/medical needs or disability, for example,	<p>To ensure collaboration between staff, parents, children and key external agencies such as:</p> <ul style="list-style-type: none"> • Specialist NHS nursing • School Nursing Team 	On-going	Headteacher SEND Team Office Manager Teaching Assistants	Advice taken and strategies evident in classroom practice.			



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pupils who have asthma, epilepsy or mobility issues; and for those with SEND so that their needs are met fully within the capability of the school.	<ul style="list-style-type: none"> • Designated Medical Officer for the Local Authority (DMO) • NHS Occupational Therapy service • NHS Speech & language Therapy service • Specialist advisory teachers • Educational Psychologist, • Occupational Therapy Service • MAOS • Other external professionals, as required. 		External agencies	<p>Collaborative working approach involving external agencies ensures children remain healthy and can access all aspects of school life.</p> <p>Specific equipment sourced, as required.</p>			
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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.

Targets	Strategies	Timescale	Responsibilities	Success Criteria	2020 - 2021	2021 - 2022	2022 - 2023
Ensure on-going maintenance and improvements to the physical environment enable/promote access for all.	<p>The school will take 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. E.g.</p> <ul style="list-style-type: none"> • Wheelchair access • Toilet accessibility (where necessary) 	On-going	Headteacher School Business Manager Facilities Manager	Enabling needs to be met where possible.			
Ensure the school environment (classrooms and communal areas) enable/promote access for all.	<p>To support learning e.g.</p> <ul style="list-style-type: none"> • Screen magnifier software/enlarged text for the visually impaired; • Reviewing seating plans for children with hearing/visual impairments; 	On-going	Headteacher SLT All staff	Lively and inviting environment maintained.			



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	<ul style="list-style-type: none"> Using visual representations where appropriate in whole class teaching; Whole class movement breaks; Making reasonable adjustments to enable disabled pupils to participate successfully in lessons; 						
Ensure all with a disability are able to be fully involved in all aspects of school life as appropriate.	<p>Where appropriate, create access plans for individual disabled children (this may be as part of the support plan process).</p> <p>Undertake survey of staff, parents and governors to ascertain access needs and make sure they are accommodated.</p> <p>Inclusive actions taken may include:</p> <ul style="list-style-type: none"> 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. 	<p>As required</p> <p>At least every three years</p>	<p>Deputy Headteacher/ Equality Leader SLT All staff.</p>	All children, staff, parents, governors and visitors to the school are enabled to be fully involved in all aspects of school life.			

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

Targets	Strategies	Timescale	Responsibilities	Success Criteria	2020 - 2021	2021 - 2022	2022-2023
To enable improved access to verbal information for pupils,	E.g. Interpreter provided for parents' meetings.	On-going	Deputy Headteacher/ Equality Leader	Positive two way communication in place.			



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parents and visitors with disabilities.			SLT All staff.			
To enable improved access to written information for pupils, parents and visitors with disabilities.	Raising awareness amongst staff of the impact of font size, page layouts and the use of pastel coloured backgrounds on interactive white boards on those with visual impairments or disabilities such as dyslexia. Audit the school library to ensure the availability of large font and easy read texts will improve access. Audit signage around the school to ensure that it is accessible to all.	On-going	Deputy Headteacher/ Equality Leader SLT All staff.	Pupils and Parents are aware of written school information.		
To ensure formats of and procedures related to children's records promote school's awareness of any disabilities.	In school record system to be reviewed and improved as necessary such as admission forms, Sims data, Support Plans. Information collected about new children shared with all relevant staff prior to joining the school. Records passed up to each class teacher. End of year class teacher handover meetings. Annual reviews Support Plan meetings, as part of phase meetings. Medical forms updated annually for all children. For pupils with significant health needs—photos displayed, for example, on staffroom notice board / information kept in separate file in staffroom.	Annually	Headteacher SEND Team Office Manager	All relevant staff are aware of disabilities of children in school as appropriate.		