



Hassell Primary Accessibility Plan 2018 to 2021

While at Hassell School we hope to provide the children with a wealth of experiences to enrich their lives and which will be both stimulating and enjoyable.

We aim to:

Achieve a broad, balanced, relevant curriculum which will meet the needs of each individual child and the statutory requirements of the National Curriculum.

- * Provide a happy, caring and secure environment in which all children gain recognition and success.
- * Foster personal qualities of self esteem, thoughtfulness and consideration for others.
- * Create a working atmosphere conducive to independent learning.
- * Develop and motivate each child towards their full potential.
- * Develop respect, responsibility and an awareness of moral values.
- * Create a standard of discipline which is clearly understood by staff, parents and children, and which leads ultimately to independent self-discipline for the children.
- * Encourage and facilitate the direct involvement of parents, governors and the community for the benefit of the children.

Our school motto is '**Learning for Life**' and our accessibility plan will outline how we can all work together to promote disability equality for all disabled pupils, staff, parents and other users of our school. In September 2014 The Code of Practice for Special Educational Needs and Disability came into practice and in line with current legislation our SEN Information Report defines our school offer regarding special needs and disability. This is available on our website www.hassellschool.org and contains a link to the Staffordshire Marketplace where information about the LEA offer regarding special educational needs and disability can be found. themarketplace@staffordshire.gov.uk

The Disability Equality Duty

The duty requires our school when carrying out its functions, to have due regard to the need to:

- * promote equality of opportunity between disabled people and other people;
- * eliminate discrimination that is unlawful under the Disability Discrimination Act;
- * eliminate harassment of disabled people that is related to their disability;
- * promote positive attitudes towards disabled people;
- * encourage participation by disabled people in public life;
- * take steps to meet disabled people's needs, even if this requires more favourable treatment.

Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

What do we mean by disability?

The Disability and Discrimination Act states that, 'A person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities.'

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school and to ensure that we fulfil our legal requirements and remove barriers to inclusion for all pupils and staff with disabilities.

Areas of planning responsibility

The aims of the plan are as follows:

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

1. To increase the extent to which disabled pupils can participate in the school curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria
Continue training for teachers and support staff on different aspects of SEN to develop informed differentiation of the curriculum.	Audit staff training needs on SEN Assign CPD based on audit outcome.	Sept 2018 - 2021	SENCO	Improved differentiation leading to improved pupil performance
Ensure changes to SEND following the Code of Practice are known to all staff and updated accordingly	Inset to share current SEN Information Report.	Nov 2018	SENCO	Improved staff knowledge and performance in line with new legislation.
Use Computing software to support learning	Seek outreach advice from Key Learning Centre for PD and Advisory Support services on current software and hardware eg : keyboards for visually impaired, voice activated software.	Sept 2018 onwards	SENCO	Computing resources used to support learning as part of everyday practise.
Classrooms are optimally organised and all appropriate equipment is provided to promote the participation and independence of all pupils and adults	Adhere to Hassell non-negotiables regarding classroom organisation. However, review and implement a preferred layout of furniture and specialist equipment to support the learning process. Adaptations to be made to fulfil the	September / annually	SENCO and Premise committee	Pupils fully supported with use of specialist equipment within classrooms and all areas of the school building.

	individual requirements of Care Plans and IEPs			
Educational visits and out-of-school activities are planned to ensure the participation of all pupils.	Audit attendance of school clubs, visits and residentials . Ensure pupils who are disadvantaged have access to the activities. Raise staff awareness prior to planning trips.	January 2019/Annually	Educational visits coordinator	All pupils are able to access a wide range of activities and after school activities., should they choose to do so.
Review PE curriculum to ensure that PE is accessible to all.	Audit PE curriculum to determine accessibility to all pupils. Review access arrangements to Forest Schools training and Kingswood residential.	Spring term 2019	PE coordinator	All pupils participate in PE activities with adaptations to the taught curriculum where required.
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	Yr 6/ Yr 2 staff & SENCO will ensure appropriate testing and reports are provided to support applications for access arrangements.	Annually	Year 2 and 6 teachers SENCO	Pupils are able to access all tests with additional requirements applied for where needed.

2. Improving Access to the Physical Environment of the School.

Target	Strategies	Timescale	Responsibility	Success Criteria
Develop access to the school for disabled staff and Visitors.	<p>Create access plans for individual disabled pupils when required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate through additional awareness comment in the school handbook, prospectus , awareness raising sentence on parent communication and information sign in the Reception area.</p> <p>Consider access needs during recruitment process.</p>	<p>As required</p> <p>New Parents Evenings/ Mornings/ concerts/ celebrations/ fund raising.</p> <p>Annually/ ongoing</p> <p>Recruitment process/ ongoing</p>	<p>Headteacher</p> <p>SENCO</p> <p>Site manager</p>	<p>Access plans enhance the provision and inclusion of disabled pupils.</p> <p>All staff and governors are confident that their needs are met.</p> <p>Parents have full access to all school activities and feel that their needs are met.</p> <p>Access issues do not influence recruitment and retention issues.</p>
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	<p>Designate two disabled parking places close to the main entrance door.</p> <p>Make the intercom system at the barrier and the entrance door bell accessible to wheelchair users and hearing impaired.</p> <p>Erect visible information sign requesting visitors to ask for guidance on access arrangements from reception staff.</p>	<p>Autumn term 2018</p> <p>Ongoing</p>	<p>Headteacher</p> <p>SENCO</p> <p>Site manager</p>	<p>All disabled visitors and pupils have independent access around the school building.</p> <p>Access is possible to all areas of school.</p>

All fire escape routes are suitable for all.	Risk assessment of existing fire escapes for wheelchair/ disability access. Apply any changes from the audit/risk assessment.	September 2018 onwards Adapted as required to meet changes to care plans and individual needs.	Headteacher SENCO Class teachers 1:1 support staff. Health and safety coord	All disabled pupils, staff and visitors are able to have safe independent access
Boys toilets are accessible for disabled students and adapted where required. (seat heights, taps, rails etc)	Complete alterations to ensure designated toilet meets requirements for a Disabled Toilet within the boys toilets at KS1 and KS2.	As required	Headteacher SENCO Site manager	All pupils and adults requiring wheelchair access are able to access toileting and personal care facilities independently.
New disabled toilet to be created with improved layout in and facilities in order to accommodate changing couch	Summer 2018 school to work with Novus to adapt current facilities and improve design and layout. Changing couch to be accommodated for students with personal care needs.	July / August 2018	Headteacher / SENCO	

3. Improving the delivery of written Information to disabled pupils

Target	Strategies	Timescale	Responsibility	Success Criteria
To develop the signs around the school in languages other than English, reflecting the ethnic diversity of pupils and parents.	Welcome signs to be multi-lingual in Reception area. Classrooms to show languages other than English on classroom doors.	Summer 2019	SENCO MFL coord	School signs are in more than one language.
Provide support for parents and pupils who have difficulties in accessing printed information due to visual impairment, EAL difficulties, or hearing problems.	Advice sought and applied from Visually and Hearing Impaired Support Services. Ethnic Minority support if possible eg; translator if required for pupil assessments, medicals and liaison with external agencies.	Summer 2019	SENCO ICT coord EAL coord	All groups have accessibility to written information.
Ensure all staff are aware of pupil's special educational needs and produce written information in appropriate formats to meet the needs of those individuals.	Dyslexia Friendly Status training to be provided. Adaptation of backgrounds on IWB and reading materials. Adaptation of written materials for visually impaired pupils. (use of overlays, larger font size etc)	Sept 2018-ongoing	SENCO ICT coord	All pupils are able to access written information.