



HAYTOR VIEW COMMUNITY PRIMARY SCHOOL & NURSERY

Learning together - enjoying success - aiming high - celebrating difference – enriching community

ACCESSIBILITY PLAN 2020 – 2023

OVERVIEW

A special educational need is any factor which hinders the child's learning progress. A child has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age: or
- b) have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning disability solely because the language or form of language of their home is different from the language in which they will be taught. See section 312, Education Act 1996

Definition of Disability Disability is defined by the Equality Act 2010 as: 'When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'.

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

- ! Eliminate discrimination and other conduct that is prohibited by the Act
- ! Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- ! Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The equality duty covers the nine protected characteristics; age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The governing board is required by to prepare an accessibility plan and "further such plans at such times as may be prescribed".

We are committed to ensuring equal treatment for all, including those with any form of disability. We will reduce and eliminate the barriers to accessing the provision on offer and will ensure full participation in the school community. We aim to develop a culture of inclusion and diversity in which people feel confident and certain in the knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of provision offered by our school.

The Governing Board ensures that the accessibility plan (adherence to legislation and to ensure equality and inclusion) is reviewed regularly, it is included in the annual cycle of business.

Linked Policies/Plans This plan will contribute to the review and revision of related school policies/plans:

- ! School Development Plan
- ! SEND Policy
- ! Equality Policy
- ! Equality Objectives

The main priorities of the plan are:

1. Increase access to the school curriculum for pupils with a disability			
Intent (Outcome)	Implementation (Actions) e.g. courses; LtF; info gathering; allocated time; Mtgs	Impact (Annual Evaluation) RAG Rate	Time Frame
All children are fully integrated within the classroom community and provision	<ul style="list-style-type: none"> ! Classroom Teachers effectively support children in having their individual needs met, through a relational based approach; ! Learning Partners are effectively supported by Classroom Teachers to support children in accordance with their needs and the ethos of the school; 		2020 - 2021
Teachers and non teaching staff have necessary training to teach and support individual pupils	<ul style="list-style-type: none"> ! All staff access the Local Authority E-Training module; ! Needs analysis of training undertaken and planned into the School Development Plan and Almanac; ! Advisory Services are used to support bespoke delivery; ! Annual training cycle that includes SEND and specific training as identified; ! Staff access SENDCo and SEND Lead Practitioner support; 		2020 - 2021
All children are able to experience successful break times and lunch times	<ul style="list-style-type: none"> ! Playground leaders and Lunch Time Friends encourage all children to be involved; ! Learning Partners and Lunch Time Partners actively encourage and support children to access games; 		2020 - 2021

	<ul style="list-style-type: none"> ! Learning Partners and Lunch Time Partners identify and support where a child is struggling; ! Information Gathering Processes include review and implementation of Lunch Time provision; 		
Parents of children with special education needs feel involved in supporting their child	<ul style="list-style-type: none"> ! Teachers are supported in establishing and maintain close liaison with parents Parent of children to develop personalised provision plans based on the individual needs of their children; ! Teachers supported in developing Personalised Provision Plans; ! Review of Personalised Provision Plans is placed on school Almanac; ! Review structure in place for EHCP process, to include: Child; Parent; Teacher; SENDCo; ! Information Gathering Processes include review and implementation of Personalised Provision Plans; 		2020 - 2022
There is close liaison with outside agencies to meet the needs of individual children with SEND	<ul style="list-style-type: none"> ! Time provided for Lead SEND Practitioner to attend networking meetings; ! All Teachers and/or where appropriate Learning Partners are released to support consultation process with Educational Psychologist; Behaviour Support; Speech and Language Therapist and 		2020 - 2021

	<p>other professionals;</p> <ul style="list-style-type: none"> ! Termly review meetings are held with Phase Leaders to review advisory support time 		
Children with SEND successfully experience transition into their new classroom which is based on their individual needs	<ul style="list-style-type: none"> ! Personalised Passports are developed; ! Children receive additional visits; ! Key staff are identified; ! Parents are supported in understanding how the transition is being managed; ! Children's Voice is 'heard' in relation to transition needs and fears; 		2020 - 2023
Children with SEND have successful 'within day' transitions which are supportive of their regulation and engagement with learning	<ul style="list-style-type: none"> ! Visual timetables are used effectively with individual children; ! Sign cards are used with individual children; ! Each individual transition is managed for and with the child; ! Teachers and Learning Partners receive training to consider each transition and interruption in the day; 		2021 - 2022
Children with SEND are supported in understanding instructions and information	<ul style="list-style-type: none"> ! Level 1 and 2 blanks training for Staff; ! 'Flow Chart' training for Staff to support individual children; ! Minimum print size of 13 (preferably 14) for all written communication with children and parents (including worksheets) ! All materials & resources checked for clarity of 		2021 - 2023

	information, layout, print size and accessibility before use		
All pupils are accessing and experiencing all the educational visit opportunities on offer	<ul style="list-style-type: none"> ! Early planning and risk assessments for regular trips, to meet identified needs of individual children; ! Ensure each new venue/activity is vetted for appropriateness. ! Appropriate provision and support will be in place where required. 		2020 - 2022
All pupils are accessing and experiencing all the extra curricular opportunities available	<ul style="list-style-type: none"> ! Early planning for extra curricular clubs, to meet identified needs of individual children 		2020 - 2022
All children with identified needs fully access new curriculum provision framework	<ul style="list-style-type: none"> ! To regularly review the curriculum and teaching plans to ensure all children have taken part in all aspects ! Increase staff confidence in meeting the needs of all pupils – regular training from Phase Leaders. Strategies/advice from external agencies to be sought when necessary; ! Information Gathering Processes include review and implementation of Curriculum Plans for children with identified needs 		2021 - 2022
Children have timely access to relevant, supportive and effective resources to meet their needs and support independent learning;	<ul style="list-style-type: none"> ! When advice is received regarding specialist equipment, this is followed up by Class Teacher with SENDCo or SEND Lead Practitioner; ! Assess the needs of the children in each class and 		2021 - 2023

	<p>provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc;</p> <ul style="list-style-type: none"> ! Phase Leaders to monitor the needs of the curriculum and suggest suitable equipment for pupils who may require additional provision ! Annual audit of equipment to support future planning, included on Almanac; ! Seek support from Local Authority advisory teachers 		
Children with SEND will have their individual needs met during statutory tests	<ul style="list-style-type: none"> ! Children will be assessed in accordance with regular classroom practice, and additional time, readers, rest breaks, use of equipment etc. will be applied as needed; ! Barriers to learning will be reduced or removed, enabling children to achieve their full potential in accordance with guidance. 		2020 - 2021

2. Improve and maintain access to the Physical Environment

Intent (Outcome)	Implementation (Actions)	Impact (Evaluation) RAG Rate	Time Frame
All children are safe	<ul style="list-style-type: none"> ! Staff and pupils will be aware of their responsibilities for safety on the school premises and 		2020 - 2021

	<p>know how to flag concerns:</p> <ul style="list-style-type: none"> ! Termly site review by H and S Lead, to include: <ol style="list-style-type: none"> 1) External doors; 2) Internal doors; 3) Finger guards; 4) Stairs; 5) Suitability of blinds; 6) Lighting; 		
There is a detailed audit and clear schedule of works in place to support site access for all	<ul style="list-style-type: none"> ! Annual audit of site using checklist scheduled into Almanac; ! Findings reported to Governors; ! Outcomes included in planned building works; 		2020 - 2023
Sound levels in spaces have been reduced to make it comfortable and reduce barriers for all children	<ul style="list-style-type: none"> ! Ensure that hearing environment in classrooms is regularly monitored to support hearing impaired and impaired children. Seek support from Local Authority advisory teacher ! Ensure that hearing environment in classrooms is regularly monitored to support visually impaired children. Seek support from Local Authority advisory teacher; ! Lower the echo / sound levels in the spaces particularly for those pupils for whom loud noise is a problem ! Provide sufficient soft furnishings (e.g. carpets / rubber stoppers on the bottom of chairs / curtains / soft surfaces on tables) to reduce 		2021 – 2023;

	background noise		
Individual children have access to relevant, supportive and accessible spaces to meet their needs and support independent learning;	<ul style="list-style-type: none"> ! Classroom environments will be suitably adapted to the pupils within it; ! Regular review of layout of classroom to ensure meets the needs of the children using the space at the time: <ol style="list-style-type: none"> 1. Clearly defined and labelled equipment, shelves and storage to encourage independence 2. White/blackboard cleaned regularly 3. Clear of unused furniture and clutter classroom should be free of clutter, both floors and walls ! Staff will have regular training on provision for pupils with disabilities and additional needs; ! Staff undertake an audit of their classroom; ! When advice is received regarding specialist provision, this is followed up by Class Teacher with SENDCo or SEND Lead Practitioner; ! Assess the needs of the children in each class and provide provision as needed e.g. sensory facilities, individual workstations, individual safe spaces; ! Annual audit of spaces to support future planning, 		2022 - 2023

	<p>included on Almanac;</p> <ul style="list-style-type: none"> ! All current pupils are able to access areas required for learning; ! Information Gathering Processes include review of classrooms and school spaces; 		
All pupils and adults can be safely evacuated from all buildings	<ul style="list-style-type: none"> ! Develop a system to ensure all staff are aware of their responsibilities in relation to able-bodied/disabled pupils. ! Fire evacuation procedures training for all staff. ! All staff and pupils are aware of any new fire evacuation procedures. ! Signage around school is reviewed in order that visitors can easily follow procedures. ! Personal evacuation plans (PEEP) completed for students who are identified as requiring one Liaise with parents/school nurses and other healthcare staff to identify needs and put in place appropriate evacuation arrangements; ! All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practised to ensure it can be implemented successfully; 		2020 - 2021

3 – Improving the delivery of written information

Intent (Outcome)	Implementation (Actions)	Impact (Evaluation) RAG Rate	Time Frame
<p>Information is available to all in formats which are accessible and everyone is aware of this in order to have full access to information about the school, the curriculum and their child(ren). All stakeholders can access the information they need in a suitable format.</p>	<p>Review of how information is presented, as well as being responsive to identified need, making alternative formats available where required:</p> <ol style="list-style-type: none"> 1) Large print 2) Makaton sign language 3) Simplified language 4) IT based 5) Symbol system 6) Braille Identifying the appropriate format must take into account: Pupils' impairments; Preferences expressed by pupils and parents; 7) Access to specialised formats 8) Access to translators, sign language interpreters <p>Making alternative arrangements for communicating with hearing impaired/vision impaired families e.g. translators, texting service etc.</p>		2021 - 2023
<p>Provision of written material meets individual needs</p>	<p>Any individual needs are included in Pupil's Personalised Plan:</p> <ol style="list-style-type: none"> 1) Use of coloured paper/text size/visual timetables 2) Pupils always have access to written material which meets their needs at the appropriate time 3) Minimum print size of 13 (preferably 14) for all written communication with children 		2021 - 2022

	and parents (including worksheets)		
Parents with English as an additional language or disability are able to support their child(ren's) learning and have full access to information about the school, the curriculum and their child(ren). All stakeholders can access the information they need in a suitable format.	<ul style="list-style-type: none"> ! Review documentation on website to check accessibility for parents with English as an additional language or disability; ! Review parent need and ensure documents is provided in an accessible format; ! Minimum print size of 13 (preferably 14) for written communication with parents ! All materials & resources checked for clarity of information, layout, print size and accessibility before use ! Make alternative formats available where required. ! Access to translators, sign language interpreters 		2020 - 2022
Access arrangements in place for statutory assessments.	<ul style="list-style-type: none"> ! Year 2/Year 6 staff are fully aware of the needs of the pupils and the access arrangements required. ! Year 1 staff are aware of the needs of their pupils in relation to the phonics screening test. ! Any pupil requiring adapted resources can access these. ! Year 2/6 pupils are catered for during the statutory testing procedures to allow them to demonstrate their potential. Regular review of needs. 		2020 - 2021

Audit of Site 2020 - 21

Intent (Outcome)	Implementation (Actions)	To Follow Up	Impact (Evaluation) RAG Rate
Access to the site	<ul style="list-style-type: none"> ! High contrast signage to the entrance ! Walkways should be evenly paved and in good condition ! Do driveway and car access areas have clear marked, designated crossing zones? ! Adequate lighting along pathway ! Clear of overhanging trees or windows opening onto the pathways ! Edges of steps/stairs highlighted ! Are pathways into and around the school level or suitable for a wheelchair user and edges of pathways marked; ! Are pathways into and around the school well maintained and free of hazards e.g. leaves? 		
Parking	<ul style="list-style-type: none"> ! Disabled parking signposted at car park entrance ! Is there designated parking for disabled drivers? 		
Entrances	<ul style="list-style-type: none"> ! Height of entrance buzzer clearly visible and contrasting with surrounding areas; ! Are door security systems accessible to all; ! Entrance mats etc. flush with floor no tripping hazard 		

	<ul style="list-style-type: none"> ! Area well lit ! Clear signage ! Are all external and internal doors level or with ramped access? 		
Reception	<ul style="list-style-type: none"> ! Provide a Lighting Transition Zone out of the main traffic area where a visually impaired person can adjust to the different light levels when entering a building ! Clear of obstacles or clutter ! Glazing should be clearly marked by banding or frosting to indicate its presence 		
Walkways	<ul style="list-style-type: none"> ! Should be free of clutter, both floors and walls ! Doors painted in a colour that contrasts with their frame and surroundings ! Door furniture in a different colour to the door ! Clear and tactile signage to classrooms fitted to the outside wall, not the door ! Displays at eye level, tactile if possible 		
Cloak Areas	<ul style="list-style-type: none"> ! Coat hooks a good size and contrasting colour 		
Stairs	<ul style="list-style-type: none"> ! Are risers on the steps also highlighted in contrasting paint? ! Is lighting on stairs space of good quality and even, not 		

	<p>patchy?</p> <ul style="list-style-type: none"> ! If the internal environment is compromised by changes in levels can timetabling overcome these barriers without affecting the inclusion of a pupil? 		
Toilets	<ul style="list-style-type: none"> ! Clear and tactile signage ! Access to a disabled toilet ! Sanitary ware must contrast in colour with the walls and floor ! Logically placed bin ! Is/are there accessible toilet(s) of a size to accommodate a changing couch and hoist? 		
Dining Hall	<ul style="list-style-type: none"> ! Knives and forks should be stacked with their sharp ends downward or flat to reduce the risk of injury and to prevent those with a visual impairment from handling cutlery belonging to others ! Cover or guard any unusually hot surfaces to prevent them from being touched accidentally 		
Circulation space	<ul style="list-style-type: none"> ! Is lighting in circulation space of good quality and even, not patchy? ! Can a pupil who uses a wheelchair move freely around the corridors and access all classrooms without encountering steps, stairs or 		

	<p>clutter?</p> <ul style="list-style-type: none"> ! Is there flexibility over lesson change times to enable pupils to move around school at quieter times? ! Have all reasonable steps been taken to reduce background noise in circulation spaces? 		
Outside areas	<ul style="list-style-type: none"> ! External posts highlighted with a band of contrasting colour ! Railings and boundary fences kept in good condition ! Paint signs and directional markings on walls ! Can all students access the outdoor sporting facilities and are markings clear? 		
Fire evacuation	<ul style="list-style-type: none"> ! Are evacuation procedures and fire alarms accessible to all pupils in all 		
Doors	<ul style="list-style-type: none"> ! Are door handles fitted at a height accessible to all? ! Plain glass doors should be avoided. However where they are already there are they marked at a variety of levels to improve visibility? 		
Services	<ul style="list-style-type: none"> ! Are light switches at an appropriate height level for all children and in areas of low light are they able to be locked on or off? ! Are adequate sockets 		

	available in classrooms and other spaces for additional technology used by a child and in positions which will avoid trailing wires?		
Safe Space	<ul style="list-style-type: none"> ! Are there quiet or 'chill out' areas in the school for children. If so are these rooms appropriately decorated and free from over stimulation? ! Are there areas in the school where pupils can go to as an alternative to going outside? 		
Signage	<ul style="list-style-type: none"> ! Are doors labelled at a variety of heights (including at eye level) and accessible to all users? ! Do toilet doors have clear accessible signs? ! Are signs of an appropriate size and height? ! Is the language used in signs accessible and do signs have visual cues? 		
Internal areas – decoration	<ul style="list-style-type: none"> ! Is contrast and clarity taken into consideration in the redecoration of room e.g. floor and walls/skirting board; door frame and wall). ! Is gloss paint avoided? 		
Acoustics	<ul style="list-style-type: none"> ! Are there low ceilings to avoid reverberation? ! Is new equipment checked for low noise e.g. heating systems and projectors? 		

<p>Curriculum access</p>	<ul style="list-style-type: none"> ! Do you follow a minimum print size of 13 (preferably 14) for all written communication with children and parents? (including worksheets) ! Are all materials & resources checked for clarity of information, layout, print size and accessibility before use? ! Does the delivery of lessons take into account the needs of all children (e.g. issues of audio materials for children with HI, interactive whiteboards for children with VI) 		
<p>Classrooms</p>	<ul style="list-style-type: none"> ! Natural light needs to be controllable and adjustable i.e. vertical blinds ! Light switches, plug sockets and door handles need to be highlighted to be easily identifiable from a pale background ! Walls painted in a matt finish ! Furniture clearly contrasting with walls and floors ! Glare from tabletops ! Clearly defined and labelled equipment, shelves and storage to encourage independence ! White/blackboard cleaned regularly 		

	<ul style="list-style-type: none"> ! Clear of unused furniture and clutter ! Is an adjustable height desk available in all classrooms? ! Are all whiteboards at an appropriate and accessible height? ! Are classrooms organised to give the disabled pupil easy access to their own specialist or adapted equipment? ! Is there adequate space for the secure storage of additional specialist pupil equipment and materials? ! Are classrooms organised to give the disabled pupil easy access to classroom resources? ! Are there sufficient soft furnishings (e.g. carpets / rubber stoppers on the bottom of chairs / curtains / soft surfaces on tables) to reduce background noise? 		
<p>Other areas: Hall, Library, Dining Servery and Studio, Hub, Gallery, Reception and Other smaller rooms</p>	<p>Do these areas have:</p> <ul style="list-style-type: none"> ! An accessible layout for all pupils (e.g. space, height of furniture) ! Moveable furniture to accommodate a wheelchair? ! Appropriate lighting levels (controllable by blinds, lockable light switches etc) ! The best possible achievable 		

	<p>acoustic environment limiting background noise and reverberation</p> <ul style="list-style-type: none">! Light switches, plug sockets and door handles need to be highlighted to be easily identifiable from a pale background! Walls painted in a matt finish! Furniture clearly contrasting with walls and floors! Glare from tabletops! White/blackboard cleaned regularly! Clear of unused furniture and clutter		
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