



Accessibility Plan

2022-25

CONVENTION ON THE RIGHTS OF THE CHILD

As a school that respects the rights of the children and adults in our school family, community and beyond, we aim for each school policy to adhere to articles from UNICEF's Convention on the Rights of the Child.

In this policy, we are working towards the following article:

Article 23 (children with a disability): A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Date Prepared: June 2022

Date Approved by Governing Body: June 2022

Date to be reviewed: September 2023



Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty or disability that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age in mainstream provision in England.

Little Hill Primary School has adopted this accessibility plan in line with the school's **special educational needs policy [and equality policy]** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

This accessibility plan forms part of the school's approach to meeting the needs of all our pupils. The plan should be read in conjunction with the school's **SEND policy, [equality policy]** and **SEN information report** and shall be published on the school's website.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we aim to ensure equal opportunities for all our students through increased access to the curriculum, improving the physical environment at the school and enhancing the availability of access to information, with a particular focus on students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

The purpose and direction of the plan

At Little Hill Primary School we are committed to working together to provide a stimulating and challenging learning environment where all children can develop and grow. We are committed to maximum integration and ensuring full curriculum entitlement and access. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and to the wider community.

Our Accessibility Plan has been developed based upon information supplied by the Local Authority, and in consultations with pupils, parents, staff and governors of the school. Where relevant other, outside agencies and specialists have also been consulted. The plan is for a three year period.

Little Hill 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, spiritual, social, and cultural needs. We are committed to taking positive action in response to disability and to developing a culture of inclusion, support and awareness within the school.

Little Hill Primary School's Accessibility Plan outlines how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe. It anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility plan relates to the key areas of accessibility:

1. Access to and participation within the curriculum.
2. Access to the physical environment
3. Availability of and access to information.

Aims and Objectives

Our aims are:

- **Increase access to the curriculum for pupils with a disability**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils.**

Current good practise

We aim to ask about any disability or health condition in early communications with new parents and carers. Disabled staff are identified through self declaration and through recruitment and selection procedures.

For parents and carers of children already at the school, we collect information on disability as part of surveys of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Pupils with social/interaction impairments are helped to participate in lunch and break times.

Pupils with medical needs are enabled to take part in school trips and visits, including residential visits.

There are very few parts of the school to which disabled pupils have limited or no access to.

Curriculum

There are very few areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges. Pupils with physical impairments are enabled to take part in PE. Pupils with learning difficulties are supported to access all areas of the curriculum including humanities. Pupils with hearing impairments are enabled to access areas of the curriculum including music.

The school has wider policies to support other issues which affect the participation of disabled pupils, for example: bullying and peer relationships. The school has clear policies on the administration of medicines and the provision of personal care.

Information

Different forms of communication are made available where needed to enable all disabled pupils to express their views and to hear the views of others.

Access Audit

The school is a single storey building with wide corridors and several access points from outside and wide door access to all rooms. The hall areas are accessible to all. On-site car parking for staff and visitors includes one 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 is fully accessible to wheelchair users. There are disabled toilet facilities available, one in the Foundation Stage, and one in the year 6 building. Both of the toilets are fitted with a handrail and a pull emergency cord.

Management, co-ordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority and the Academy Trust.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in several areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Increasing the extent to which disabled pupils can participate in the curriculum						
1. Identification and review of pupils who need additional provision, through communication with families and health providers (including long term health conditions, and mobility issues.)	Roles and responsibilities redefined Liaison with health care systems clarified	Clear id consistent new parent meetings in place care navigator used Contacts with GPs established	Implement SEND and disability provision and new directives	health roles and responsibilities robust through IHP and EHCP	Provide r review	Fully family participative and health directives in all cases
2. Access to a full range of extra-curricular opportunities for pupils with disabilities and their views about this are shared	Staff guidance and reviews of visits/residential settings Increased transition times and systems	All pupils fully participative in all events at all times	Staff teams and systems and communication with all other providers brought together to access wider provision	Additional opportunities programme in place	Facilities upgrade review	Increased additional facilities and provision for a range of needs
Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided						
1. an accessible, stimulating and appropriate environment in which all pupils with a disability are able to be involved.	providing (where appropriate) Wheelchair access - Screen magnifier software/filters Giving alternatives to enable	disabled pupils always able to participate successfully in lessons	further promotion and investment in technology -e.g.text to speech software etc. as needed.	technology used helps prepare for KS3 and beyond, supported by Menphys, Birkett House and STS Atfest service	services review	services for disability available in school through partnerships increasing
2. disabled parents and family members have every opportunity to be involved in school.	review and refine pupil information questionnaire	all parents including with disabilities involved in school	review about parents/carers' access needs and	parents with disabilities and of pupils in full partnership role with school in	additional events and service	further opportunities and events

	<p>provide additional communication</p> <p>ensure minutes shared</p> <p>utilise SENDIASS, offer advocate services</p> <p>expand family support role within SEND team</p>		<p>forum consolidated</p> <p>identify any further access requirements of disabled parents</p>	terms of provision	s in school	
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Improving the availability of accessible information to disabled pupils

<p>1. Information to be clear and accessible and the use of alternative communication available (including signposting to translation, availability of visual and spoken information, videos etc.)</p>	<p>Audit of information on website, new signage and the accessibility of information. Promote additional services including at surgeries. Review of use of visuals across school-widgit software</p>	<p>Audit confirms accessibility</p> <p>Visuals consistent in use across school</p>	<p>Review of IHP etc and medical information in line with new guidance</p>	<p>Effective in improvement of information quality</p>	<p>Continued investment in new resources, signage, technology for translation etc.</p>	<p>school information available in the fullest range of formats</p>
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