



Accessibility Plan

2019-22

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: March 2019

Date Approved by Governing Body:

Date to be reviewed: March 2020



Background

The Equality Act 2010 replaced all previous anti-discrimination laws with one single act. This included the 1995 Disability Discrimination Act. The effect of the law is the same as in the past. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. Schools cannot unlawfully discriminate against pupils because of 'sex, race, disability, religion or belief and sexual orientation.'

Additionally, where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

According to the Equality Act 2010 a person has a disability if:

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

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Alongside most other schools, our school has disabled, pupils, staff members and users.

The Accessibility Plan is a statutory document for schools. The Plan must be reviewed every three years and approved by the Governing Body. At Little Hill Primary School, the headteacher will be responsible for reviewing the accessibility plan and it will be evaluated by the relevant Governors' committee.

Special Educational Needs Guidance

Definition of special educational needs

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

The SEND Code of Practice 0 to 25 Years (DfE, 2014) 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 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.

Little Hill Primary School has adopted this accessibility plan in line with the school's **special educational needs and disability 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.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities. (SEND) The school also publishes equality information and objectives and has a single equalities policy. These explain how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to 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.

Our schools equality objectives and statements and single equalities policy can be found on the Equality and Diversity section of our website. Our schools SEND policy and information for parents can be found on the SEND section of our website.

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 and have high aspirations for their future. We believe that children should feel happy, loved, 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 contains relevant and timely actions to increase access to the curriculum for pupils with a disability and expand and adapt the curriculum as necessary to ensure that pupils with a disability have equal access to curriculum opportunities. It covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, school community and cultural activities or schools visits. It includes the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- It covers maintaining access to the physical environment of the school, adding specialist facilities as necessary.
- It will consider improvements to the delivery of written information to pupils, staff, parents and visitors with disabilities, including letters, hand-outs, timetables and information about the school and school events.

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

- Single Equalities Policy
- Medical Policy
- Staff Handbook
- School Development Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. Impact assessments will involve disabled people at an appropriate point.

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 the school website.

The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.

The school will work in partnership with the 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.

Aims and Objectives

Our school's accessibility plans are aimed at:

- **Increasing the extent to which disabled pupils can participate in the curriculum**
- **Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and**
- **Improving the availability of accessible information to disabled 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.

Gathering parent views on current good practice:

Parents and families of pupils with medical conditions such as cystic fibrosis have said that they welcome the schools approach to always consulting about additional curriculum experiences and adapting or changing school visits as needed.

Parents of pupil with additional needs that require a number of different agencies working in school have said that the school values these adults and works with them as part of a team.

Parents of pupils with more complex needs, such as Down's Syndrome have praised the schools approach to raising awareness and celebrating diversity, particularly the school's special awareness raising event days.

Parents and families of pupils with communication needs, such as the support of visuals, signing etc (Makaton) have appreciated the fact that the use of this is becoming embedded across many areas of the school including in assemblies and EYFS.

Parents of pupils with hearing impairment have been positive about the person-centred review process and their access to information through a range of signing opportunities and interpreters. They feel positive that children are taught BSL through clubs and groups.

Parents and carers of pupils who are looked after children (LAC) have praised the schools' commitment to education around mental health. They have appreciated the reasonable adjustments made to policies and the additional support, for instance from the school ELSA.

Parents have said that they welcome the access to additional agencies in school, such as ADHD solutions and Autism Outreach, through family forums and workshops. They have praised the school for combining support staff and parent training as it helps cement relationships.

Parents of some pupils with education, health and care plans have described the positive impact of having alternative provision opportunities, such as the school's inclusion hub. They like the flexibility of the provision and the fact that it improves outcomes for them at home.

Physical Environment

- The school building is fully accessible for pupils with physical difficulties.
- The outside play areas are flat and almost completely accessible to wheelchair users (exception of wider school premises and field etc)
- Year 6 building was built to be fully Disability Discrimination Act (DDA) compliant
- Wheelchair access to all buildings that are used day-to-day.
- 1 disabled car park space by the ramped entrance to the front door of the School.
- Disabled toilet facilities available in the main building and year 6 building, with wheelchair access.
- Adapted/specialised furniture provided to meet individual needs.
- A number of revamped private room spaces (including SEND and Assistant headteacher's office) to enable confidential meetings to take place with SENDCo, staff, support agency staff and parents.
- Alternative provision space for small group work and individualised work for targeted high needs learners in the school's Inclusion Hub. An ELSA/Counselling room for pupils with SEMH needs.
- There is a plan for developing the outdoor learning environment to enhance pupil's health and well-being.
- Communal spaces are 'clutter-free' to facilitate easy movement around the buildings
- Disabled pupils participate in extra-curricular activities. Pupils with social interaction impairments are helped to participate in lunch and break times through additional adults including the school ELSA, through clubs and through the school's 'happy Lunchtimes' initiative.
- Pupils with medical needs are enabled to take part in school trips and visits, including residential visits.

Curriculum

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SENA, Early Years and Specialist Teaching Teams.

- Liaising with external service and agencies regarding individual pupils to support all areas- physical, sensory, learning, behaviour - making use of:
 - outreach schools (Oakfield and Birkett House)
 - health support (including speech and language, school nurse and care navigators, counsellor and therapy services, paediatrics, occupational health and physiotherapy),
 - educational psychologists (including independent),
 - teaching alliances
 - social services
 - independent providers and charities
- Using specialist trained learning support assistants and teachers to support learning and to give pastoral and inclusion support e.g. school ELSA, literacy specialist.
- Organising Learning Support Assistant (LSA) deployment to cover a mix of curriculum and learning needs.
- Ensuring that where appropriate, pupils have access to internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of disability specific, specialist resources, available to support individual pupil needs.
- Setting clear outcomes and objectives that are appropriately differentiated for individual pupils.
- Ensuring that parents/pupils are included in the target setting process.
- Using additional scales where appropriate to measure progress and achievement of individual pupils, and to facilitate the setting of individualised targets with an element of challenge. (AET progression framework, ABLLS curriculum, pre key stage outcomes etc)
- Encouraging the use of clear, well-presented visual aids to the support learning of all pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Developing Emotion Coaching and a Restorative approaches ethos within school
- Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities
- Up to date and outward looking, partnership forming school including ADHD Kite Mark, Route to Resilience, SENCOnet and Oadby Learning Partnership, behaviour forums, lead practitioner meetings for autism, learning support consultations, ELSA network, autism LSA networks etc.
- Recent training has taken place in SEND, Emotion Coaching and Restorative approaches, hearing and vision impairment, ADHD, Sensory needs, Lego therapy (booked), Team Teach, safeguarding and asthma, and diabetes.
- 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

- Visual timetables and information supported by signs/symbols for targeted pupils.

- Home-school books for targeted children to ensure effective communication.
- Provision of verbal, signing or large print information for targeted pupils.
- Text messaging to parents
- 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.
- Information sharing amongst staff and from agencies is improved through the use of electronic systems including CPOMs.

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.

Areas for improvement	Actions to take	Resources	Responsibility	Timescales	Monitoring
<p>Access to and participation within the curriculum</p>					
<p>Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.</p>					
<p>To ensure that all pupils are enabled to participate in the school curriculum.</p>	<ul style="list-style-type: none"> • Nursery visits prior to entry • Outside agency, early years advisors' meetings as needed • Person centred reviews and reviews of EHCPs • Ongoing identification procedures • Ongoing liaison with health and other outside agencies, OTs and speech and language • Commission STS services e.g. Autism Outreach, Hearing Impaired Support • Continue Kite mark for ADHD and use of ADHD solutions • Continue counsellor support through Relate • Use of Early Help, wellbeing services • Links with social services and virtual school 	<p>Additional equipment as needed</p>	<p>SENDCo Head EYFS/KS1 lead</p>	<p>Ongoing</p> <p>Short Term: Clear planning for additional agencies including roles and responsibilities in terms of any changes</p> <p>Long term: Accreditation around mental health to cement and embed. Succession planning around areas of expertise and SEND teams</p>	<p>Headteacher SENDCo</p> <p>Monitored through: staff and pupil views EHCP Annual reviews Pupil progress analysis Learning walks Personal growth and development plans for SEND staff</p>

	<ul style="list-style-type: none"> Consolidate mental health support and look at accreditation 				
To ensure all staff are confident at making reasonable adjustment to ensure all children in their class fully access all learning experiences.	<p>Annual training:</p> <ul style="list-style-type: none"> Epipen Asthma (updated as required) Epilepsy (as needed) Cystic fibrosis (specific child/ren) Diabetes (specific child/ren) Heart conditions (specific child/ren) Annual teacher/TA training Hearing Impairment Vision impairment Keep up to date: Down's Syndrome Autism (3 year cycle) ADHD (3 year cycle) Dyslexia (3 year cycle) SAL difficulties via links with SALT Dyspraxia Reasonable adjustments lists updated Toileting plans 	Training time	SENDCo First Aid Lead Deputy Head	Up date annually Short term aim	Headteacher IHCP review Training records
To promote cultural capital, equality values, spiritual	<ul style="list-style-type: none"> Increase opportunities 	Pupil Premium budgeting	SLT	Medium term Summer 2020	Headteacher

<p>development, social responsibility etc. To do this with particular regard to the nine protected characteristics of: age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion or belief, sex, sexual orientation.</p>	<p>for cultural capital and exposure to SMSC values</p> <ul style="list-style-type: none"> • Challenge stereotypes and promote equality and diversity values. • Links to local and wider community 				
<p>To promote protective behaviours in terms of keeping safe within the school and social settings.</p>	<ul style="list-style-type: none"> • Embedded e-safety curriculum implemented and safeguarding leads implement any changes • E-safety lead and trained member of staff • Protective Behaviours embedded within school • Bespoke PSHE curriculum and SEMH support programmes for children with SEMH EHCP (including children in the new unit) 			<p>Short term</p> <p>Medium term- additional e-safety advise and updates</p>	
<p>To ensure clear communication with families and health providers to ensure support for needs for pupils with long term health conditions, including epilepsy, asthma and mobility issues is clear.</p>	<ul style="list-style-type: none"> • Liaise with health care providers over individual health care plans. • Liaise with parents, including through questionnaires/meetings 	<p>Time for inclusion Leader to liaise with health care providers and families.</p>	<p>Inclusion leader/SENCo Headteacher Staff with First Aid responsibility.</p>	<p>Ongoing Short term target</p>	<p>Inclusion Leader/SENCo Monitored through: Staff and pupil views</p>

	to ensure health needs are understood.				
To continue to ensure access to a full range of extra-curricular opportunities for pupils with disabilities.	<ul style="list-style-type: none"> • Provide guidance for staff on making trips and visits accessible to all. • Use of 'Evolve' to evaluate trips • Use of personal • F cRisk Assessments for visits as needed • Participate in additional PE and disability sports. • Utilise VST events for LAC pupils • Promote Metcalfe and other sports clubs • Provide adult support and 1 to 1 e.g. communication support worker, ELSA as needed. • An action plan for development of the use of the outdoor areas 	Pupil Premium and Sports Premium funding	SENCo Residential and visits co-ordinator PE co-ordinator	Ongoing Short term target Medium and long term-further development of the outdoor areas and facilities	Headteacher
To ensure a person-centred approach for SEND pupils and pupils with disabilities.	<ul style="list-style-type: none"> • Co-production of all pupil passports • SEND staff enabling pupil contribution to person centred review • Pupil views for PEP meetings 	Time to meet: Class teachers and SLT.	Inclusion Leader/SENCo Class teachers.	September 2019 onwards Short term target	Headteacher Monitored through: Pupil progress meetings and tracking of progress.

<p>To promote staff wellbeing across the school</p>	<ul style="list-style-type: none"> • Staff research groups and more buy in and control over workload etc • Additional support measures for staff working directly with SEMH pupils. • Promote resilience • Provide training • Good awareness of staff burn out in areas of SEMH • Look at any additional Staff training for mental health first aid in the workplace (by current mental health first aider) 	<p>Staff meeting allocation Research time for staff</p>	<p>SLT</p>	<p>September 2019 onwards</p> <p>Medium and long term- as part of accreditation for mental health</p>	<p>Headteacher</p>
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Access to the physical environment

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

Areas for improvement	Actions to take	Resources	Responsibility	Timescales	Monitoring
Ensure the new SEMH unit meet the needs of pupils and staff including pupils with SEMH difficulties.	<ul style="list-style-type: none">• Liaise with county and contractors• Links with schools with the new pods to look at their plans• Make links with other SEMH units/schools (Warren Hills, Meadow View Farm, Mountsorrel- St Peter's, Woodcote)• Plan main and secondary classroom and classroom alongside contractors• Plan teacher spaces, kitchen and office area alongside contractors• Plan outdoor space for the new unit.	As appropriate to each refurbishment aspect.	Headteacher Premises subcommittee of governing body	September 2020 Sort term- Unit is effective in its aims Medium term- parent forum and support role for the unit Long term: development of the unit and its outreach role	Headteacher Governors

<p>Ensuring a stimulating and appropriate environment in which all pupils with a disability are able to be involved.</p>	<ul style="list-style-type: none"> • Monitor use of additional toolkits... • Sensory boxes/bags • Additional resources for learning difficulties (maths and literacy) • Classroom checklists updated- for Autism, ADHD and Dyslexia • Explore communication and language provision... • Talk friendly • Elklan awards • Signage • Displays • Areas e.g. reading areas access etc. 	<p>Resources to improve environment as needed.</p>	<p>Headteacher DHT/Curriculum Leader</p>	<p>2020-21- re language provision</p> <p>Long term- outdoor learning environment role in this</p>	<p>Headteacher DHT Monitored through: Focused learning walks Pupil views</p>
<p>Ensuring disabled parents are not discriminated against and have every opportunity to be involved in school.</p>	<ul style="list-style-type: none"> • Include questions in the confidential pupil information questionnaire about parents/carers' access needs • Arrange interpreters from 'Action for Deafness' to communicate with deaf parents • Work with other schools in the area on a disadvantaged project on structured 	<p>Cost of adaptations/interpreters etc.</p>	<p>Whole School Team</p>	<p>Ongoing</p> <p>Medium term: Disadvantaged project by July 2020</p>	<p>Headteacher Governors Monitored through: Information returns audit Parent views</p>

	<p>conversations and have a collaborative approach as to how to involve families who are less able/likely to come into school.</p>				
<p>To ensure roads, driveway, paths around school are as safe as possible and there is clear access.</p>	<ul style="list-style-type: none"> • Communication with parents via text safety messages /letters/walk to school week/road and bicycle safety for Y6. 	<p>Funding for safety initiatives</p>	<p>Premises Officer SLT Y6 teachers</p>	<p>Ongoing</p>	<p>Headteacher Health and safety monitoring</p>

Availability of accessible information

Aim 3: To improve the delivery of information to disabled pupils and parents.

Areas for improvement	Actions to take	Resources	Responsibility	Timescales	Monitoring
An audit of signage and communication around the school	Review displays Look at how BSL and Makaton can be represented in school displays etc	Funding for signs as needed	Inclusion team SENCo ELSA CSW staff Makaton trained staff etc	July 2020 Medium term target	Headteacher Governors
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none">Review all information to parents including at parent's evening, data snapshotsNewsletters reviewedEnsure all info is clear and jargon freeAudit of information on website and accessibility of information.SENCo - Raising awareness of font size and page layouts to support pupils with visual impairments or Visual Stress/Dyslexia.Review documentation on website to check accessibility for parents with English as an Additional Language:	Cost of resources Cost of visitor form Optometry.	Inclusion leader/SENCo Head of library	Spring/Summer 2020 Medium term target	SENCo/Inclusion Leader Monitor through: Parent views Pupil views EHCP records of process.

	<ul style="list-style-type: none"> Continue to promote services e.g. through leaflets, information etc. 				
To ensure children's additional needs records are clear and up to date and shared with all relevant staff	<ul style="list-style-type: none"> List of children with additional disorders. Each teacher/staff member aware of disabilities of children in their classes IHCP plans kept Office aware of lead staff Photo and medical information kept up to date 	Administration time	SLT	Ongoing	<p>Headteacher Governors</p> <p>Monitoring through: Staff interviews Pupil progress and Performance management meetings.</p>