

Hall Meadow Primary School **Accessibility Plan 2015-2019**

Hall Meadow Primary School is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse, all of our school policies and procedures reflect this priority.

Purpose

This plan has been guided by our vision and aims and our policy on 'Additional Needs' and 'Equality and Diversity' and is to secure provision for disabled members of our community. At Hall Meadow we are committed to creating an environment which secures the inclusion of all children, staff, parents and visitors. Through developing an ethos of awareness, we aim to challenge any negative attitudes which may exist in relation to disability of any kind.

This plan is drawn up in accordance with the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001. DfE guidance issued in July 2002 also informs our procedures and practice. As defined by the Disability Discrimination Act (DDA) 1995, we understand disability to be:

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term effect on his or her ability to carry out normal day to day activities.'

This plan includes:

- a description of processes for identifying, removing and preventing barriers for people with disabilities
- a brief summary of progress in relation to previous planning
- our objectives for improvement of accessibility over a two year period
- how our plans for improvement will be monitored

Accessibility Planning Process

Plans for accessibility improvement are developed bi-annually through our school evaluation and developmental planning process. Our action planning for improvement addresses the following:

- ✓ Physical facilities
- ✓ The school curriculum
- ✓ Support services
- ✓ Awareness
- ✓ Communication of information

Physical Facilities

This aspect of review and planning pertains to the physical environment of our school and explores the need for specialist facilities as required. It also addresses any alterations that may be required to the structure of the building to secure access for pupils, staff, parents and visitors.

The School Curriculum

All matters that pertain to a review of the curriculum are addressed in this part of our review and planning process. Our aim is to ensure that we secure access for pupils with disabilities. It considers provision for teaching and learning and the wider curriculum of the school such as participation in extra-curricular activities and school visits. It also addresses the need for specialist aids and equipment that may be required for some pupils to secure their access to the curriculum. If necessary, the needs of staff with disabilities will also be considered to ensure that they are able to deliver fulfil their role in delivering the curriculum and securing the progress of all pupils.

Support Services

This looks at access to services that we currently provided within, and external to the school, to support children and families where a disability is identified.

Awareness

Review and planning in this area identifies training and development of staff. We aim to ensure that all staff are aware of the possible needs of persons with disabilities. Through diversity and equality curriculum opportunities, it also seeks to heighten children's awareness of issues in relation to disability.

Communication of Information

Planning in this respect addresses how information about our work is communicated within the school and to a wider audience. It also examines communication between the home and school and within the school context about pupils who are identified as having a disability.

This plan will be amended in the light of emerging information received from the School's evaluation and review procedures and updated accordingly on a needs basis. It will be subject to a complete review in April 2019.

ACCESSIBILITY REVIEW AND PLANNING APRIL 2015 TO APRIL 2019

PHYSICAL FACILITIES
Process for Identifying barriers
<ul style="list-style-type: none"> • <i>Annual Governor monitoring/daily risk assessments for each class and site supervisors/review of classroom environment at transition/general risk assessments for activities/feedback questionnaires as part of school evaluation process/IEP reviews/wellbeing monitoring/feedback from visitors/views of disabled persons</i>
Summary of Progress in Relation to Previous Planning
<ul style="list-style-type: none"> ✓ <i>Signage supporting partially sighted people to gain entrance to the school now in place in black writing on a yellow background.</i> ✓ <i>Car parking restructured to provide more space that will remain unblocked for persons who require disabled access.</i> ✓ <i>Drop off zone created in addition to disabled bay to ensure that a space is always available.</i> ✓ <i>Toilets cleared and made more inviting for disabled pupil.</i> ✓ <i>Classroom reorganised to support safer movement of disabled pupil.</i> ✓ <i>Drop down tables and chairs installed so that corridors can be cleared for access.</i> ✓ <i>Hand rails fitted as required to secure independent access for disabled pupil.</i> ✓ <i>Screens purchased for pupils with heightened sensory awareness.</i> ✓ <i>Persons identified to facilitate disabled pupil during fire evacuation.</i>
Objectives for Improvement 2018 to 2019
<ul style="list-style-type: none"> ✓ <i>Continue to adjust classroom as appropriate to secure access.</i> ✓ <i>Identify spaces within classroom and within the school for pupils with heightened sensory awareness.</i> ✓ <i>Always identify a space for persons in wheelchairs to sit as part of an audience so that they get an uninterrupted view of performances.</i> ✓ <i>Provision of portable hearing loop for use throughout the school.</i> ✓ <i>Review signage in public places to secure swift exit of the building if required.</i> ✓ <i>Review toilet facilities to accommodate the changing preferences of child as age increases.</i> ✓ <i>Review access and seating in hall to accommodate changes as pupil's size increases.</i>
Summary of Progress in Relation to Previous Planning
<ul style="list-style-type: none"> ✓ <i>Additional seating purchased for pupil's with disability</i> ✓ <i>Tram lines trailed to aid movement</i> ✓ <i>Spaces identified for persons with disability.</i> ✓ <i>Hearing loop not fitted</i> ✓ <i>Signage to entrance of school improved</i> ✓ <i>Toilets altered to reflect the increasing age of pupil with disability</i> ✓ <i>Seating in hall currently fir for purpose.</i>
Objectives for Improvement 2015-2019

<ul style="list-style-type: none"> ➤ Create additional outdoor provision to accommodate play needs ➤ Review toilets to encourage independence
Monitoring of Plans
<ul style="list-style-type: none"> ▪ This plan will be monitored by our governor for safeguarding/as part of the IEP review process/The Learning and Environment & Wellbeing Committee.

THE SCHOOL CURRICULUM
Process for Identifying barriers
<ul style="list-style-type: none"> • Daily monitoring of Learning Support/Evaluation of class teacher/performance data/evaluations of the children/outcomes of IEP reviews and parents consultation/advice and audits form external sources/Head Teacher lesson observations/discussion with staff.
Summary of Progress in Relation to Previous Planning
<ul style="list-style-type: none"> ✓ A number of specialist equipment trailed for named pupil and further resources and equipment identified. ✓ Children general awareness of diversity issues greatly enhanced due to diversity included as a school development priority.
Objectives for Improvement 2018 to 2019
<ul style="list-style-type: none"> ➤ Acquire sloping board/left handed self- opening scissors/theraputty/ruler handle with bar/cushion flex pencil grip for named pupil. ➤ Acquire access to a lateral support chair for named pupil. ➤ Increase access to ear defenders for pupils with heightened sensory awareness. ➤ Review extended school provision for pupils with disabilities. ➤ Review provision for swimming for a named pupil.
Review of Progress in Relation to Previous Planning
<ul style="list-style-type: none"> ✓ Equipment used to improve fine motor control and this has had a positive impact on the writing process. ✓ Wider chair now in use to enhance stability of pupil. ✓ Ear defenders used by some pupils to aid concentration and reduce anxiety. ✓ Sporting opportunities greatly enhanced and teaching staff trained on how to plan more inclusive lesson. ✓ New provision in place that has had a positive impact to facilitate core strength and gross motor control and ensure that pupil does not miss key learning activities across other curriculum areas.
Objectives for Improvement 2018 to 2020
<ul style="list-style-type: none"> ➤ Continue to develop opportunities for extra-curricular sports activities. ➤ Establish links with hospital outreach to support when required. ➤ Develop outdoor provision for play and outdoor learning opportunities. ➤ Provide resources to accelerate progress of pupils in response to annual reviews. ➤ Continue to broaden pupil's awareness of diversity. ➤ Revisit Philosophy for Children. ➤ Provide Mindfulness Training for pupils.
Monitoring of Plans

- *This plan will be monitored by Learning Support Staff who work with pupils with disabilities/Reports to parents/School self evaluation processes/attendance at afterschool clubs/Headteacher observations/curriculum review*

SUPPORT SERVICES
Process for Identifying barriers
<ul style="list-style-type: none"> • <i>Feedback from children and parents/wellbeing tracking/performance data/ability to meet needs of community as requested/ability to secure external support as required/outcomes of IEP review.</i>
Summary of Progress in Relation to Previous Planning
<ul style="list-style-type: none"> ✓ <i>Advice from support services acted upon in relation to setting up provision for a named pupil.</i> ✓ <i>Wellbeing provision greatly enhanced to secure swift and easy access for parents including provision for mental health.</i> ✓ <i>CAMHS programme initiated with some parents in support of children.</i> ✓ <i>Greater pupil and parental awareness of the wellbeing provision offered by the school.</i> ✓ <i>Wellbeing tracking and reporting significantly improved.</i> ✓ <i>Links with external support agencies greatly improved to secure advice linked to mental health issues; a number of pupils have benefitted from this.</i> ✓ <i>Regular advice and support from physiotherapist and occupational therapist for a named pupil.</i>
Objectives for Improvement 2018 to 2019
<ul style="list-style-type: none"> ➤ <i>Provide on line wellbeing information through the learning platform and school website.</i> ➤ <i>Develop new links with emerging agencies as the Local Authority Support network is currently in rapid decline due to reduced financial resources.</i>
Summary of Progress in Relation to Previous Planning
<ul style="list-style-type: none"> ✓ <i>Information on website and used to inform parents. This is currently under review as parental access to the Learning Platform is not as high as the website.</i> ✓ <i>SEN Leader has developed a good network of contacts to support provision.</i>
Objectives for Improvement 2018 to 2020
<ul style="list-style-type: none"> ➤ <i>Develop links with Hospital Outreach team.</i> ➤ <i>Move from Statement of SEN to Education and Health Care Plans.</i> ➤ <i>Provide opportunities for therapy for some pupils.</i>
Monitoring of Plans
<ul style="list-style-type: none"> ▪ <i>This plan will be monitored by SENCO, WELL worker, Head Teacher and the SEN governor.</i>

AWARENESS
Process for Identifying barriers
<ul style="list-style-type: none"> • <i>Feedback from children and parents/wellbeing tracking/performance data/ability to meet needs of community as requested/ability to secure external support as required/outcomes of IEP review.</i>
Summary of Progress in Relation to Previous Planning

<ul style="list-style-type: none"> ✓ <i>Children general awareness of diversity issues greatly enhanced due to diversity being identified as a school developmental priority.</i> ✓ <i>Whole staff training led by an external source address issues pertaining to diversity and inclusion.</i> ✓ <i>Three more staff trained on manual handling to help meet the need of a named pupil.</i> ✓ <i>Negative attitudes challenged through whole school focus day on stereotyping.</i>
Objectives for Improvement 2018 to 2019
<ul style="list-style-type: none"> ➤ <i>Increase general awareness through Olympic inquiry theme and promote awareness of competency and capacity to overcome disability through para-olympics.</i> ➤ <i>Address different aspect of disability through assembly themes.</i> ➤ <i>Promote an awareness of support networks for families through the Learning Platform.</i> ➤ <i>Continue to challenge stereotyping through curriculum opportunities.</i> ➤ <i>Broaden staff awareness of matters linked to mental health through staff training.</i> ➤ <i>Identify and support a mental health charity to help alleviate negative attitudes.</i>
Summary of Progress in Relation to Previous Planning
<ul style="list-style-type: none"> ✓ <i>A whole range of successful sporting events and opportunities have been offered which has broadened all pupils' understanding of diversity.</i> ✓ <i>Pupils and adults have addressed issues through assemblies. These have been well received by the children and resulted in a number of fund raising activities that have broadened awareness.</i> ✓ <i>The Learning Platform is to be replaced by an improved website to encourage greater parental access.</i> ✓ <i>A number of staff have been trained on mindfulness in schools.</i>
Objectives for Improvement 2019 to 2020
<ul style="list-style-type: none"> ➤ <i>Continue to train staff on mindfulness in schools.</i> ➤ <i>Provide mindfulness from pupils across KS2.</i> ➤ <i>Develop a new website to continue to keep parents.</i> <p><i>Encourage pupils to lead Friday assemblies linked to awareness of disability.</i></p>
Monitoring of Plans
<ul style="list-style-type: none"> ▪ <i>This plan will be monitored by the Community and Curriculum Governors.</i>

COMMUNICATION
Process for Identifying barriers
<ul style="list-style-type: none"> • <i>Feedback from children and parents/questionnaires/Parent Discussion Forum/Feedback from external agencies/IEP review.</i>
Summary of Progress in Relation to Previous Planning
<ul style="list-style-type: none"> ✓ <i>Diaries for named children have been set up to provide daily communication between home and school.</i> ✓ <i>Learning Support working records have significantly improved planning for named children.</i> ✓ <i>Information for parents about wellbeing provision, and access to this, has been improved through availability at consultation events.</i>
Objectives for Improvement 2018 to 2020

- *Improve channels of communication within school so that advice from external agencies to Learning Support is fed back to leadership so that provision can be access quickly.*
- *Develop the website and Learning Platform www.hallmeadow.org as an efficient means of communicating with parents.*

Summary of Progress in Relation to Previous Planning

- ✓ *Diaries have been effective in providing a useful home/school link to help meet the needs of pupils. This will continue.*
- ✓ *The Learning Platform was developed but provided a less successful means of communication. This is to be replaced by an improve website.*

Objectives for Improvement 2018-2019

- *Develop the website as an efficient means of communication and support for parents.*
- *Introduce a class element to the weekly flyer.*
- *Develop WELL provision across alliance school associated with our Teaching School.*

Monitoring of Plans

- *This plan will be monitored by the Community and Curriculum Governors.*