

Hipsburn Primary School and Preschool Accessibility Policy and Three Year Action Plan

November 2019 (updated January 2021)

[Review November 2020](#)

Review November 2021

Review November 2022



Hipsburn Mission Statement:

“The most valuable gift we can give a learner is to enable them to think for them, to care for others and thereby acquire a sense of self-worth and confidence which can be used to benefit both society and the individual.”

Accessibility

Background Information:

This accessibility policy and plan is drawn up in accordance with the Special Educational Needs and Disabilities Code of Practice (September 2014) and the Equality Act 2010. It also draws on the guidance set out in Accessible Schools (July 2002). Under the Equality Act 2010, all schools must have an accessibility plan. The Equality Act 2010 replaced all existing equality legislation including the DDA however, the effect of the laws are still the same, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan and policy has been drawn up based upon information supplied by Northumberland County Council and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. Our accessibility plan and policy sets out our proposals in the three areas replicated in the Equality Act 2010 Part 5A of the Disability Discrimination Act 1995 (DDA) which requires the governing body to:

- Increase the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve the delivery to disabled pupils of information.

Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010 as:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”. Specified medical conditions e.g., HIV, multiple sclerosis and cancer are also considered as disabilities, regardless of their effect. The act also sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Our Vision and Aims:

Our School fully supports the vision of Northumberland Children’s Services, namely: We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Northumberland’s inclusion definition that says: Northumberland County Council is committed to improving access for all disabled pupils and prospective pupils. We believe that all disabled pupils have a right not to be discriminated against in the provision of education and associated services in schools, and in respect of admissions and exclusions. Wherever possible disabled pupils should have the same opportunities as their non-disabled peers in their access to education. The child person is at the heart of everything we do. We will promote the principle that inclusive schools provide for all pupils, through increasing access and removing barriers to learning.

Our school aims:

- To develop a 'learning centered' and inclusive community where children, staff and the community learn together and celebrate each other's achievements.
- To create a safe, stimulating and challenging curriculum that creates a love of learning both indoors and outdoors.
- To develop strong and collaborative partnerships with parents, carers, other agencies and the community.
- To enable pupils to become respectful, happy and confident learners with a 'Can do' attitude to learning and life.

Overview:

Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

The school consists of the main building with all classrooms on the ground floor and accessible to wheelchair users. A ramp at one entrance ensures wheel chair access. There are three disabled toilets. There is an allocated disabled parking bay. We also have responsibility to provide auxiliary aids and services for disabled pupils and this can include a range of specialist equipment e.g. learning support materials: writing slopes, pencil grips and scissors etc.

Increase the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.

All staff are aware of the needs of individual children and have regular training to support the needs of children in school, e.g. physiotherapist training for disabled pupils. Work with healthcare workers to support toilet training etc. New staff will have an induction meeting about children's needs. All children in school are included, disabled children are encouraged to take a full and active part in school life, e.g. sport's day, performing in concerts, educational visits etc. support is given to children who are unable attend school for medical reasons e.g. home

tuition. Afterschool clubs are available for all children. We have an Anti-Bullying Policy (Part of our Positive Behaviour, Anti-bullying and Attendance policy) to ensure all children feel safe and included. All children with additional needs or a disability will be offered a broad and balanced curriculum that is tailored to meet their needs e.g. speech therapy, circle time, visual timetables, social stories. For pupils with medical needs staff will receive training from health professionals. All areas of the curriculum are available to pupils regardless of their disability. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity. Reviews of the participation of disabled pupils during lesson observations will also inform future developments in inclusion. Improve the delivery to disabled pupils of information. Access to written information support for learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing signage around the school to ensure that is accessible has also been undertaken.

Audit and Checklist (2019/2020)

The school will use the DfES checklists 'Identifying Barriers to Access' and Essex County Council's 'Access Audit Checklist' (in school). These documents will enable us to then devise our action plan (found on pg.6).

Identifying Barriers to Access

From: DfES (2002) Accessible Schools

Section1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are your classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?		
Do you provide access to computer technology appropriate for students with disabilities?		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		
Are there high expectations of all pupils?		
Do staff seek to remove all barriers to learning and participation?		

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, and outdoor sporting facilities – allow access for all pupils?		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		
Are areas to which pupils should have access well lit?		
Are steps made to reduce background noise of hearing impaired pupils such as considering a room's acoustics, noisy equipment?		
Is furniture and equipment selected, adjusted and local appropriately?		

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		
Do you have the facilities such as ICT to produce written information in different formats?		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		

Aims of Accessibility Plan:

To complete the Audit as a whole school.

- 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

Action Plan 2019 - 2022

1) Increase access to the curriculum for pupils with a disability.

Target	Current Good Practice	Objectives	Actions/ Responsibility	Success Criteria	Impact November 2020	Impact November 2021	Impact November 2022
To continue to increase access to the curriculum for pupils with a disability.	We offer a differentiated curriculum for children of all abilities and utilise specific resources to ensure	Ensure appropriate professional development for staff on inclusive classroom practice and on specific	CPD audit of staff. SENDCO	Staff questionnaire results Evidence of resources being used by all staff (lesson observations).	Unable to see additional impact owing to lack of CPD audit questionnaire owing to Covid. Staff very aware of disabilities in		

	certain pupils are able to access the curriculum fully.	disability issues			class and work closely with parents and school nurse		
To continue to evaluate and review the provision we provide to meet individual pupil needs	A range of interventions are used throughout the curriculum to support pupils of all year groups	To review the impact of individual interventions more frequently. To monitor impact on a half termly basis.	All staff to complete half termly progress tracking for pupils in intervention groups. SENDCO to monitor progress and review interventions	Pupil progress and attainment will continue to increase Interventions will be time bound and enable pupils to diminish the difference/ achieve their targets	On-going Many children missed nearly six months of education and were accessing learning remotely SENCo checked in with EHCP and all children on Register. Risk Assessments completed each week. All children are closely monitored and action plans written to address individual / small group needs.		

2) Improve and maintain access to the physical environment

Target	Current Good Practice	Objectives	Actions/ Responsibility	Success Criteria	Impact November 2020	Impact November 2021	Impact November 2022
To develop a checklist to address maintenance issues relating to accessibility	Caretaker to continue making informal checks and report in caretaker log book.	To ensure remedial actions are taken to improve access where required.	To be shared with staff and relevant governors Health and Safety Governor / HT	Concerns raised in school have been fully actioned	Children are able to access the full curriculum (apart from swimming and whole school singing)		
Provide a suitable car parking bay for Disabled Visitors	Faded paintwork requires repaint	To have a clearly defined area for visitors	Repainting of the designated area	Lines clearly visible to all visitors	Not addressed – therefore no impact. Not able to carry out this work due to Covid 19 situation		

Routes are kept clear for wheelchair access	A wheelchair user navigated the school site in 2016	To invite a wheelchair user to navigate school with new buildings / access ramps / disabled toilets.	Health and Safety Governor / HT	Pupils and visitors with physical disabilities are able to negotiate the school site safely at all times.	Not able to carry out this work due to Covid 19 situation		
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3 Improve the delivery of written information to pupils

Target	Current Good Practice	Objectives	Actions/ Responsibility	Success Criteria	Impact November 2020	Impact November 2021	Impact November 2022
To increase information for parents in entrance to the school / website	Staff are welcoming and happy to invite parents and visitors into school. A Welcome Back Event every September	To share a range of strategies and resources to support parents with a child with a disability.	School website contact information offers relevant accessibility HT / AS	For parents to feel that we support and keep them up to date.	Owing to Covid – no September event Website is first point of call for parents and visitors in current Covid climate Communications Policy to be ratified and this will be uploaded to the policy section of the website.	Exploration of 3D / virtual tour of the school	

Ratified by Strategic Governors – October 2019

Review by staff – November 2019

Review by staff / governors – December 2021

Ratified by Strategic Governors – 27/1/2021