

Hackbridge Primary School & Spencer Nursery School

Accessibility Plan

2018 – 2021



At our schools, we are committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the schools. The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Continue to improve access to the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Continue to increase the access to the curriculum, incorporating after-school and out of school activities and including educational visits;
- Continue to improve the delivery of written information to pupils, staff, parents and visitors with disabilities, which is readily accessible to pupils who are not disabled.

Definitions of disability

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.

‘Long-term’ is defined in the Disability Discrimination Act as 12 months or more. A fuller set of definitions can be found in Appendix A.

‘Is Tom Disabled?’- an assessment tool produced by the DfE, can be found in Appendix B.

The school’s disability register is maintained by the Special Educational Needs Co-ordinator.

A census showing categories and numbers of pupils with special educational needs and/or disabilities in our school is submitted termly to the Governors’ Inclusion Advisory Group by the Special Educational Needs Co-ordinator.

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making ‘reasonable adjustments’ to

(a) The building and grounds:

- ✓ Structured and supportive areas both inside and outside.
- ✓ Ensuring all adjustments to current buildings are DDA compliant.
- ✓ Denoting hazards for the visually impaired.

- ✓ Ensuring flexibility of seating arrangements to suit need.

(b) Learning and teaching:

- ✓ Academic progress is rigorously monitored and personal progress reviewed for individuals.
- ✓ Individual targets for EYFS outcomes (Nursery and Reception) Reading, Writing and Maths (Years 1 – 6) ensure aptness of teaching and learning strategies.
- ✓ Targets are monitored termly.
- ✓ We review and monitor to ensure disabled pupils make progress in line with their abilities.
- ✓ Provision mapping is in place and is reviewed at least termly.
- ✓ Additional support (small group or 1:1) will be provided where possible for an identified need, as identified within the school's provision planning.
- ✓ Targets and progress towards them is reported to parents at Parent/Teacher/Key Person Consultations in the Autumn and Spring term and through an Annual Report in the Summer term.
- ✓ Using RAISE ONLINE, Pupil Asset and monitoring in school by senior staff, we are able to track and analyse the achievement of all our pupils.
- ✓ Review of policies in school is ongoing annually, including updates to the Special Educational Needs (SEN) and/or Disabilities (D) policy, Behaviour & Anti-bullying policy, PSHE & Citizenship policy and SMSC policy.
- ✓ We have achieved and continue to work towards maintaining 'Healthy School' status.
- ✓ The school website contains a specific page of information about Special Educational Needs (SEN) and/or Disabilities, including a link to the local authority 'Local Offer' website that contains information and links about disability.

(c) Communication methods

- ✓ Use of interactive whiteboards in classrooms.
- ✓ Use of ICT resources by pupils (ICT Suite, Talking Pens, Recording buttons, Recording postcards).
- ✓ Whole class visual timetables, with additional and specific visual timetables for some pupils for whom this is deemed appropriate.
- ✓ Newsletters to parents
- ✓ Calendar and news pages on the school website.
- ✓ RSS feed on school website.
- ✓ Informal discussions with parents.
- ✓ Telephone messages and conversations with parents.
- ✓ Face to face meetings with the Special Educational Needs Co-ordinator and/or members of the SEN Team.
- ✓ Most information is available electronically and can be converted to other appropriate formats.

Attached are three Action Plans, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.

It is acknowledged that there will be need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

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

- Equal Opportunities Policy
- Racial Equality Policy
- Special Educational Needs (SEN) and/or Disabilities & Inclusion Policy
- Behaviour Policy
- Health & Safety Policy
- School Improvement Plan
- School Brochure and Mission Statement
- Teaching and Learning Programmes
- Educational Visits Policy

All identified works in the previous audit of the school, including accessibility ramps, were undertaken in the life of the first plan. New building works or any modifications to the existing building are now planned in compliance with DDA regulations.

All curriculum policies contain a section on Equality and added to that will be 'access'.

The terms of reference for all governor committees will contain an item on "having regard to matters relating to Access".

The School Brochure will make reference to this Accessibility Plan.

The school will work in partnership with the local authority in developing and implementing this plan.

Monitoring:

The Plan will be monitored through the Location Committee of the Governing Body. Information about the plan will be published in our Governors' Annual Report to Parents.

Written by: Natalie Robins
Deputy Headteacher & Special Educational Needs Co-ordinator

Date: September 2015 Reviewed: October 2018

1. Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Success Criteria
Short term	1.1 School is aware of the access needs of disabled children on roll.	Specific 'reasonable adjustments' for individual disabled children are identified on provision mapping and/or Health care Plans with Medical Alert posters.	Ongoing – reviewed termly.	Class Teacher/Room Leader & SENCo/Assistant Manager for SEND & Inclusion	Provision Mapping, Health Care Plans and Medical Alert posters in place for all disabled pupils. Staff aware of pupils' access needs.
	1.2 School is aware of the access needs of disabled staff on roll.	Occupational Health and/or Access to Work assessment advice is sought for individual disabled staff.	Ongoing – reviewed annually or on disclosure of a disability.	Headteacher, School Business Manager & SENCo	Occupational Health and/or Access to Work assessment advice in place for all disabled staff. SLT aware of staff access needs.
	1.3 All building work is compliant with DDA regulations, in line with London Borough of Sutton guidance.	Ensure contractors confirm compliance with DDA regulations within specifications.	Ongoing – whenever new building work undertaken.	Headteacher, School Business Manager, BRM Associates & Location Committee	Ongoing improvements in access to all areas when undertaking routine and maintenance works.
	1.4 Improve external access for visually impaired people.	a) Replace external light bulbs immediately when 'blown'. b) Paint white stripes on edge of all external steps.	Ongoing	Site Manager Site Manager	Visually impaired people feel safe in the grounds.
	1.5 Ensure that all disabled pupils can be safely evacuated from the building.	Put in place Personal Emergency Evacuation Plans for any disabled child that requires this. Develop a system to ensure all	Ongoing – reviewed termly.	SENCo Headteacher & SENCo	All disabled children and staff working with them are safe and confident about evacuating the building in an emergency.

	Targets	Actions	Timescale	Responsibility	Success Criteria
		staff are aware of their responsibilities.			
Long term	1.6 Ensure shower facility within accessible toilet is operational.	<p>Hackbridge Corner - connect shower system (currently not connected under Legionella regulations as not regularly used).</p> <p>Spencer Nursery – Fireflies and Ladybirds have shower systems which are currently monitored under Legionella regulations. Both systems are used as/when required, but are both flushed through on a weekly basis.</p>	<p>Immediate upon future need being identified.</p> <p>Flushed through on a weekly basis.</p>	<p>School Business Manger</p> <p>Site Supervisor</p>	Shower facility within accessible toilet is able to be used for hygiene purposes by disabled person.

2. Improving access to the curriculum

	Targets	Actions	Timescale	Responsibility	Success Criteria
Short term	2.1 Increase confidence of staff in differentiating the curriculum.	a) Undertake an audit of staff training needs on curriculum access. b) Assign staff PDMs to training needs identified e.g. SEND, differentiation, alternative recording.	Annually, to take account of staff changes and changes to cohorts.	SENCo, Assistant Headteachers, Headteacher	Raised confidence of staff in knowledge and application of strategies for differentiation and increased pupil participation.
	2.2 Ensure educational support staff have access to specific training on disability issues.	a) Undertake an audit of educational support staff training needs to inform Continuing Professional Development. b) Plan educational support staff training sessions to meet training needs identified.	Annually, to take account of staff changes and changes to cohorts.	SENCo, Assistant Headteachers, Headteacher	Raised confidence of educational support staff in knowledge and application of strategies for differentiation and increased pupil participation.
	2.3 Ensure all staff are aware of access and 'what constitutes an emergency for this child' for identified pupils across the school.	Medical Alerts to be displayed in Staffroom, Main Office, First Aid Room (HPS only) and individual pupils' classrooms.	Ongoing – updated annually or on disclosure of a disability.	SENCo/Assistant Manager for SEND & Inclusion/Office Manager (HPS)/School Business Manager (SNS)	All staff are aware of access and 'what constitutes an emergency for this child' for identified pupils across the school.
	2.4 Ensure relevant educational support staff are given access to the provision mapping of the disabled children that they support.	Relevant staff to have access to provision mapping.	Ongoing	SENCo/Assistant Manager for SEND & Inclusion	All relevant staff aware of individual pupils' needs.
	2.5 Ensure all educational visits are	a) Teacher/Staff member in Charge (as detailed on EVF1	Ongoing	Teacher/Staff member in Charge of organising visit	All children in school are able to access all

	Targets	Actions	Timescale	Responsibility	Success Criteria
	accessible to all.	form) to ensure that risk assessment has been completed taking account of all pupils with a disability. b) New venues for educational visits to be assessed in advance of booking by the teacher planning the visit to ensure that it is suitable for the needs of all pupils due to attend.	Ongoing	Educational Visits Co-ordination (currently the Headteacher) Teacher/Staff member in Charge of organising visit Educational Visits Co-ordination (currently the Headteacher)	educational visits and take part in a range of activities.
Medium term	2.6 Review PE curriculum to make PE accessible to all.	a) Gather information in accessible PE and Disability Sports. c) Review PE curriculum to include disability sports. b) Invite disabled sports people in for particular sessions.	September 2019 September 2019 July 2020	PE Co-ordinator	All children able to access PE and disabled children more able to excel in sports.
	2.7 Review all curriculum areas to include disability issues.	a) Subject co-ordinators to include specific reference to disability equality in all curriculum policy reviews. b) Develop PSHE and Citizenship curriculum to address disability equality issues.	Annually July 2019	Subject Co-ordinators & reviewed by Headteacher PSHE Co-ordinator	Gradual introduction of disability issues into all curriculum areas.
	2.8 Ensure disabled children participate equally in after school and lunch time activities (HPS only).	a) Survey participation in clubs at lunchtime and after school by disabled children. b) Organise additional activities for disadvantaged pupils.	Termly Ongoing (Disadvantaged Fund)	PE Co-ordinator, SENCo Subject Co-ordinators, SENCo	Disabled children confident and able to participate equally in out of school activities.

	Targets	Actions	Timescale	Responsibility	Success Criteria
	2.9 Increase access to ICT for pupils with disabilities.	a) Research appropriate computer technology for pupils with disabilities. b) Identify priority areas for development and funding. c) Purchase additional computer technology.	Annual audit	ICT Co-ordinator	Disabled pupils are able to access the curriculum through the use of ICT.
Long term	2.10 Ensure all staff have undertaken disability equality training.	a) Set up staff training for all staff on disability equality, exploring support from special schools/LA support services. b) Ensure new staff access available disability equality training.	Ongoing Ongoing	Headteacher & SENCo	Staff are aware of disability equality and inclusion strategies.
	2.11 Develop links with local specialist base/schools to improve understanding of curriculum delivery for specific disabilities.	a) Organise opportunities for staff to observe curriculum delivery at a local specialist base/school.	Ongoing	SENCo	Staff have the opportunity to visit other schools to further develop their understanding and practice in a particular area, e.g. ASD.

3. Improving access to information

	Targets	Actions	Timescale	Responsibility	Success Criteria
Short term	3.1 Review information that is sent to parents/carers to ensure that it is accessible.	a) Ask parents/carers about their access needs when their child is admitted to school. b) Review all letters home to check reading age/use of Plain English, appropriate font size. c) Produce newsletter in alternative formats e.g. large print, electronic means.	On admission Ongoing Ongoing	Headteacher & Admissions Officer Originators of letters home Headteacher & Admissions Officer	All parents getting information in a format that they can access e.g. large print, electronic.
	3.2 Inclusive discussion of access to information in all Annual Reviews.	a) Ask parents/carers and children about access to information and preferred formats in all Annual Reviews. b) Develop strategies to meet pupil needs.	Ongoing Ongoing	SENCo	Staff more aware of pupil's preferred methods of communication.
Long term	3.6 Children become more aware of their own learning styles and access needs.	a) Include access to information in Circle Time. b) Encourage pupils to express their access needs and explore learning styles.	Ongoing Ongoing	All teachers/practitioners	Children able to articulate their access needs and understand their own learning styles.

Appendix A

Definitions of Disability

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

'Long-term' is defined in the Disability Discrimination Act (DDA) as 12 months or more.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long term. The effect of the impairment has to be considered, as it would be without any medication or other treatment.

The definition can include a wide range of impairments such as

- Learning difficulties
- Autism
- Speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with progressive conditions such as cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Many children who have SEN will also be defined as disabled under the DDA. For planning purposes and for the avoidance of discrimination, it may be helpful to think of more pupils with SEN being included in the definition of disability rather than fewer; it is likely that many of the pupils who have SEN and a statement or who are at School Action Plus, or Early Years Action Plus, will count as disabled.

However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN, but may have rights under the DDA. Similarly, not all children with SEN will be defined as disabled under the DDA. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Details of disability are collected in the following ways:

- Pupils – from SEND Register, medical record sheets and entry data sheets (SIMS).
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Senior Leadership Team in confidence, application form data.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb.	
Sensory impairment	Sight and/or hearing impairment.	Sight problems corrected with glasses or contact lenses do not qualify.
Learning Difficulty, including Specific Learning Difficulty	General and specific learning difficulties, including dyslexia, dyscalculia and dyspraxia where diagnosis has been made by a recognised and qualified professional.	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment.	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD, Obsessive Compulsive Disorder and separation anxieties.	Diagnosis awarded by a medical professional, e.g. Community Paediatrician or CAMHS.
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs.	Identification by Speech & Language Therapy Department of PCT.

Appendix B

Is Tom disabled? (DfE)

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?

Mobility: getting to/from school, moving about the school and/or going on school visits?

Manual dexterity: holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball?

Physical co-ordination: washing or dressing, taking part in games and PE?

Ability to lift, carry or otherwise move every day objects: carrying a full school bag or other fairly heavy items?

Continence: going to the toilet or controlling the need to go to the toilet?

Speech: communicating with others or understanding what others are saying; how they express themselves orally or in writing?

Hearing: hearing what people say in person or on a video, DVD, radio or tape recording?

Eyesight: ability to see clearly (with spectacles/contact lenses where necessary), including any visual presentations in the classroom?

Memory or ability to concentrate, learn or understand: work in school including reading, writing, number work or understanding information?

Perception of the risk of physical danger: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads?

2. Is Tom's difficulty caused by an underlying impairment or condition?

3. Has Tom's impairment or condition lasted, or is it likely to last, more than 12 months?

4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered yes to questions 1 to 4, then Tom is probably disabled under the Disability Discrimination Act. If Tom receives medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.