

ACCESSIBILITY PLAN 2023

DEFINITION

“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”

(Disability Discrimination Act, 1995)

INTRODUCTION

The Disability Discrimination Act 1995 (DDA) was extended in 2001 by the SEN and Disability Act to include education. Since September 2002, under Part 4 of the DDA, the Governing Body has had three key duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils
- to plan to increase access to education for disabled pupils

The school recognises its duties under this legislation. This compliance is consistent with the school's aims, equal opportunity policy and SEND policy.

This plan sets out the proposals of the Governing Body of Howley Grange Primary School to increase access to education as required by the planning duties in the Equality Act:

- increasing the extent to which pupils with a disability can participate in the school curriculum
- improving the environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services
- to improve the delivery of information to disabled pupils provided in writing for pupils who do not have a disability.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed every three years and revised as necessary and reported on annually. Attached are action plans showing how priorities identified in the plan will be addressed by the school.

SCHOOL AIMS AND PURPOSE OF THE PLAN

Howley Grange aims

- to ensure the equal treatment of all in the school community, with or without a disability.
- not to discriminate against pupils with disabilities in their admission or exclusion
- to reduce and remove barriers to full inclusion in the school
- to make reasonable and anticipatory adjustments for all pupils with a disability.

CONTEXTUAL INFORMATION

The school was built in 1957 and was originally a middle school. It is a three-storey building. The upper levels can be accessed through a platform lift. Evac chairs are in place for exit from the upper floors. There are some levels within the site but all can be accessed by alternative routes to steps.

Designated parking is available in the carpark and visitors have the option of parking outside the main entrance area.

All internal doors are sufficiently wide enough for wheel chair access. We do have regular visitors who require wheelchair access to the school.

The school has one toilet with wheelchair access, in the Year 3 area of the school on the ground level.

The school has a Care Room in the Year 3 area of the school on the ground level. An adjustable changing bed is in the Care Room and is serviced regularly.

There are a number points of access for parents or visitors to the school, this includes lettings.

Evac Chairs are in place in the hall by the emergency exit and on the first floor by Year 5.

As appropriate, monitoring and specialist support is provided by:

- Autism Outreach Service (AOS)
- Physical Impairment and Medical Inclusion Service (PIMIS)
- Visually Impaired Service (VI)
- Hearing Impaired Service (HI)
- Support for those in the school community through the employment of BSL interpreters for meetings.
- Makaton and augmentative communication for those pupils with communication and interaction needs.

Background information for pupils:

Teaching staff have access to relevant background information for individual pupils. This is restricted access in line with GDPR regulations.

Personal Emergency Evacuation Plans (PEEPS) for identified pupils for use in an emergency.

Care Plans are in place for pupils with medical needs which include Asthma and Anaphylaxis needs. A number of pupils have allergies or food intolerances. Staff are made aware of these needs.

Copies of medical information is shared with class teachers and a central file is held in a locked cupboard in the main office. Medication is also kept in this area with inhalers and Epi Pens kept in the classroom. Key information and medication is taken on school trips or swimming.

There are a number of First Aiders, with the appropriate level of qualification, in school.

ICT is being used to improve accessibility to information for pupils.

ICT being used to support pupil's recording.

CURRENT RANGE OF KNOWN DISABILITIES WITHIN HOWLEY GRANGE PRIMARY SCHOOL.

The school has a range of pupils and parents with known disability needs. The needs of pupils include

- physical and sensory needs
- fine and gross motor needs
- Autism
- moderate learning difficulties
- Down Syndrome

We do not currently have any pupils or staff who are wheelchair users.

LINKED POLICIES

The Accessibility Plan will contribute to

- School Development Plan
- SEND Policy
- Curriculum Policies
- Anti-bullying Policy
- Educational visits
- Health and Safety Policies

PLAN ACCESSIBILITY

This plan is available

- on the school website
- by email or post on request
- in large print size format on request

HOWLEY GRANGE ACCESSIBILITY ACTION PLAN

IMPROVING ACCESS TO THE CURRICULUM

Quality first teaching lies at the heart of Howley Grange Primary School. Staff knowledge, skills and understanding is developed through monitoring review and Continuous Professional Development (CPD). We are an inclusive school.

TARGET	STRATEGIES	TIME FRAME	SUCCESS CRITERIA	MONITORING
Ensure the delivery of the curriculum meets the needs of all learners by removing barriers to learning.	<p>SENCO to provide background information and advise on strategies.</p> <p>Use of EHCPlans and SEN Support Plans</p> <p>Scaffolding</p> <p>Specific learning needs support and targeted interventions</p> <p>Access to specialist advice</p>	Ongoing	<p>Staff are aware and use strategies that facilitate access to the curriculum. Raised staff confidence.</p> <p>Removal of barriers to learning.</p>	<p>SLT</p> <p>SENCO</p>
School responds to the needs of pupils upon admission to the school.	<p>Liaison with SENCO, School Office, Specialist advice, healthcare professionals, parents and agencies.</p> <p>Advice and information from previous setting</p>	Ongoing	<p>Adjustments and support in place for the pupil.</p> <p>CPD needs</p> <p>Risk Assessments/</p> <p>PEEPs</p> <p>Visits</p> <p>Pre visits adjusted to individual needs.</p>	<p>SLT</p> <p>SENCO</p> <p>Specialist advice, healthcare professionals, parents and agencies.</p>
Staff have access to specific training for needs.	<p>Access to appropriate CPD</p> <p>Awareness of training needs</p>	As required	Needs specific information and support in place	<p>SLT</p> <p>SENCO</p> <p>SaLT</p> <p>PIMIS</p>

	Liaison with key health professionals for advice.		Access is facilitated and improved.	AOS LSS Educational Psychology Specialist agencies
All staff aware of access to curriculum for specific pupils with a disability.	Set up individual access plans for pupils as required. Information sharing with all agencies involved with the pupil. Purchase of specialist equipment where necessary. Risk Assessments	As required	Needs specific information and support in place. Access is facilitated and improved.	SLT SENCO PIMIS AOS Physical and Sensory specialist advice- VI HI
Educational visits are accessible to all.	Previsits /liaison with site to assess accessibly and to make necessary reasonable adjustments.	As required	Adjustments and support in place for the pupil.	SLT SENCO PIMIS (where necessary) Physical and Sensory specialist advice VI HI
PE is accessible to all.	Set up individual access plans for pupils as required. Information sharing with all agencies involved with the pupil. Teaching staff to be made aware of needs and any necessary adjustments.	As required	Needs specific information and support in place	SLT SENCO PIMIS (where necessary) Other specialist advice

	Purchase of specialist equipment where necessary. Risk assessments			
To develop the use of ICT as a tool to improve access to the curriculum.	CPD iPads specifically for SEN Support IPad accessibility tools in settings Access to Apps to support learning	Ongoing	Access is facilitated and improved.	SLT Teaching staff Physical and Sensory specialist advice

IMPROVING THE PHYSICAL ENVIRONMENT

Premises staff, SLT and Governors review the school environment and action any changes to provision where necessary. The school has access to a wide range of specialist equipment.

TARGET	STRATEGIES	TIME FRAME	SUCCESS CRITERIA	MONITORING
Ensure that disabled access to the building and facilities is maintained LOLA checks and servicing	Regular audits LOLA checks and servicing	Ongoing	Any necessary modifications or maintenance actioned.	Premises staff Governors
Corridors are kept free of trip hazards and obstructions	Regular audits	Ongoing	Any trip hazards or obstructions are removed.	Premises staff Governors
Care Room LOLA checks and servicing of Care bed	Regular servicing and LOLA checks.	Ongoing	Any necessary modifications or actioned.	SLT
Fire routes are accessible to all	Audits of fire evacuations Visual checks of egress routes. PEEPS	Ongoing	Any necessary modifications or maintenance is actioned.	SLT Premises staff

Accessibly to the physical environment	Use of specialist equipment such as steps, rocker chairs, wobble cushions, slope boards Reasonable adjustments to access stairs at quieter times.	Ongoing	Any necessary modifications is actioned.	SENCO PIMIS Physical and Sensory specialist advice
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IMPROVING THE DELIVERY OF WRITTEN INFORMATION

Information will take account of the needs of pupils and parents with a disability and an appropriate alternative will be provided.

TARGET	STRATEGIES	TIME FRAME	SUCCESS CRITERIA	MONITORING
Availability of written material in alternative formats	Use of ICT Different sized fonts Different colour backgrounds/ overlays CPD (Dyslexia) Referral to specialist assessment (Ophthalmology) where there are concerns around visual stress. Implement any specialist advice.	Ongoing	Delivery facilitates improved access to written materials.	SENCO SLT
Develop use of Augmentative communication	Symbol supported information Makaton BSL (for parent meetings)	Ongoing	Delivery facilitates improved access to written materials.	SENCO
Facilitate accessibility of information	Access to translators	Ongoing	Delivery facilitates	SLT School office

<p>through alternative methods for parents or visitors who may have difficulty with hearing or use of language or may not have English as their first language</p>	<p>Access to BSL interpreters for meetings</p> <p>Use of Parent mail for information and messages from home</p> <p>Prospectus on school website</p> <p>Provide information in an appropriate and accessible form</p>		<p>improved access</p>	
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