



HILL WEST
Primary

FOUR OAKS

ACCESSIBILITY PLAN

(Developed November 2022; Due for Renewal November 2025)

Hill West Primary School is a member of the Arthur Terry Learning Partnership

HILL WEST PRIMARY SCHOOL

ACE: Ambitious, Curious and Ever-Respectful

ACCESSIBILITY PLAN

STATEMENT OF INTENT

The Equality Act 2010 requires The Arthur Terry Learning Partnership to publish an Accessibility plan in respect of each of its academies. The plan must cover the Trust's actions to improve accessibility in 3 key areas:

1. Increased access to the curriculum for students with disabilities;
2. Improvements to the physical environment to increase access to education and associated services at the academies for students with disabilities; and
3. Improvements in the provision of information for pupils with disabilities where it is provided in writing for non-disabled recipients.

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the Trust will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Trustees of the Academy also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Hill West Primary School and the wider Trust are committed to:

- Demonstrating a commitment to developing access to the school for all pupils
- Reflecting the views, wishes, aspirations and concerns of parents and pupils creating a culture of high expectations for all
- Reflecting an understanding of other legislation that provides protection to children, such as that on race, human rights and health and safety

- Being guided by the National Curriculum Inclusion Statement and the aims set out for the school curriculum
- Supporting a problem-solving approach and a commitment to the effective and sustainable use of resources
- Using information from audit and other data collection approaches validated by research
- Showing how the school plan is coordinated with the LA's strategy
- Embedding accessibility within the school improvement process
- Making explicit links with the work of other agencies
- Including a clear evaluation strategy.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents
- The head teacher and other relevant members of staff
- Trustees
- External partners.

The review of this plan will take place every three years to take into account the changing needs of the school and its pupils. This plan will also be reviewed and amended in light of our school's new build programme that is due to take place within the next three years.

LEGAL FRAMEWORK

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy

- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

ROLES AND RESPONSIBILITIES

The Trust board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The head teacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the head teacher and trustees to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the head teacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting pupils with disabilities to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

THE ACCESSIBILITY AUDIT

The Head Teacher will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the trust board/Head Teacher will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the trust board/Head Teacher will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the trust board/Head Teacher will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the trust board/Head Teacher will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

PLANNING DUTY 1: CURRICULUM

Improving teaching and learning lies at the heart of our school's work. Through self-review, staff appraisal and Professional Learning and Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted and encouraged to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Success Criteria

- To increase access to the curriculum for students with special educational needs or a disability, hidden or otherwise, (SEND), tailoring the curriculum as necessary via quality first teaching, to ensure that all students with additional needs are as equally prepared for life.

	What	Who	When	Outcome	Review
Short Term	Same Day catch up and intervention	Headship Team Teachers Teaching Assistants	Ongoing	Accelerated progress from starting points for all children taking part in same day catch up and interventions. All staff aware of interventions taking place and the impact of these.	Ongoing
	To continue to provide a range of appropriate resources to further support pupils with SEND, including pupils with sensory difficulties.	SENCO Teachers Teaching Assistants	Ongoing	Children with SEND have the resources they need to support them in the school environment	Termly
	To develop Occupational Therapy (OT) Champions to work closely alongside the OT Team identifying children with OT needs and developing a programme of support	SENCO / Teachers / Teaching Assistants	Ongoing	Children with physical and sensory needs make accelerated progress from their starting points	Annually
	To develop a Speech and Language Champion to work closely alongside the SALT Team identifying children with SLCN and developing individual programmes of support	SENCO / Teachers / Teaching Assistants	Ongoing	Children with SLCN make accelerated progress from their starting points	Annually

	To continue to ensure staff are trained to support pupils with medical conditions through annual staff training in Asthma, Allergies, Diabetes and as required in other specific conditions.	Headship Team	Annually	All staff have up-to-date training on medical conditions present in school.	Annually
	To deliver a broad and balanced curriculum to every pupil but in particular, to implement an effective catch up tutoring programme to accelerate the progress of SEND pupils in Reading, Writing and Maths.	Headship Team	Sept 2021 – July 2022	Children who have taken part in the Catch-up tutoring programme make accelerated progress from their starting points	Annually
	To evaluate the impact of extra-curricular clubs for students with SEND.	Headship Team	By Summer 2022	Higher proportion of SEND children attending a variety of extra-curricular clubs.	Ongoing
	To ensure all staff are trained to support pupils with ASD, ADHD, Dyslexia and Dyspraxia.	SENCO / external agencies	Ongoing	Training for all new members of staff. Updates and rolling programme of training for all staff	Ongoing
	To continue to audit the texts which form our library, class reading areas and curriculum areas to ensure they are truly inclusive.	Headship Team / Reading Lead	Ongoing	Texts accessed by children and driving learning are inclusive and reflective of a wide range of protected characteristics.	Ongoing
	To fully embed Restorative Practice as a whole school approach to benefit all children	Headship Team	By Summer 2022	Staff understand and buy into the Restorative approach. Training delivered	Ongoing

	particularly those with SEMH needs.			by Dr Anita Soni, EP and ongoing support by Headship Team.	
	To ensure that all aspects of pupil and parent voice have appropriate representation from all sub-groups within the wider community.	Headship Team, SENCO, ATLP	Ongoing		Ongoing
	Improve the delivery of information in writing in an appropriate format – for example, provide suitably enlarged, clear print for pupils with a visual impairment	Class Teachers	Ongoing as necessary	All parents and pupils receive information in a form that they can access.	Ongoing

Planning duty 2: Physical environment

Success Criteria

- Maximise the external space through zoning and demarcating to ensure playtimes and lunchtimes are successful for all
- To work with the DFE architects and planners to ensure we develop a school building that is fit for purpose and fully accessible.
- To ensure any construction associated with the new build does not have an adverse effect on current stakeholders.

	What	Who	When	Outcome	Review
Short Term	To conduct regular environment audits	SENCO / Site Manager	Annually	Improved access for parents and pupils with physical needs.	Ongoing

	To ensure health and safety protocols are followed specifically in relation to the following in outdoor spaces (renew yellow-strip mark step edges, assess uneven surfaces)	Headship Team / Site Manager	Ongoing and as required	Visually impaired people feel safe in school grounds and in school buildings	Ongoing
	To improve accessibility for VI pupils as necessary for example through appropriate technology and use of iPads / IWB	SENCO / Technical support / CT of VI children as necessary	Autumn 2022	VI pupils have improved access to appropriate environment and resources	Annually on transition
	To reduce the working noise level of children in line with our whole school expectations for behaviour and conduct	Headship Team / Class Teachers / Teaching Assistants	Ongoing	All children are working in an environment that is calm	Ongoing
Medium term	Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	HI and VI advisory teachers in conjunction with SENCO / AHTs	Ongoing	All children have access to the appropriate environment	Annually
	To review the dining hall experience, including seating arrangements for all	Headship Team	Summer 2022	All children to experience a comfortable dining hall experience	Ongoing
Long term	To design a truly inclusive school that is fit for 21 st Century education in line with all DDA	HT / Site Manager	Summer 2022	Classroom temperature is kept at optimum levels so that the environment is	Summer 2022

	legislation and DfE mandates.			comfortable and conducive to learning.	
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Planning duty 3: Information

Success Criteria
<ul style="list-style-type: none"> ➤ To ensure our methods of communication are streamlined, concise and informative ➤ To respond to and resolve parental concerns more effectively ➤ To ensure all staff have the highest expectations of pupils with SEND not just socially and emotionally but also academically and these academic targets are shared with parents on a regular basis

	What	Who	When	Outcome	Review
Short term	Headship team to continue to ensure they are visible on the school drive at the beginning and end of the day	Headship Team	Ongoing	Headship Team can give information verbally as appropriate and are available for parents.	Ongoing
	Evaluate our streamlined methods of communication and ensure that those who require translation are supported to access it	Admin Team / SENCO	Ongoing as necessary	All parents receive information in a form that they can access All parents understand what are the headlines of the school information	Ongoing
Medium term	To update our website regularly on a weekly basis so that parents can access school information quickly	Headship Team / Admin Team	Spring 2022	Information more readily available for parents	Spring 2022

	<p>To ensure all of our families have access to the internet</p> <p>To offer parents virtual meetings as well as face to face meetings within school to address SEND needs</p>				
Long term	<p>Achieve the BDA Dyslexia Friendly Quality Mark, demonstrating that we provide high quality education and/or practice for individuals with dyslexia.</p>	SENCO	Summer 2024	<p>Everyone within our school understands the needs of the dyslexic individual and that appropriate resources and strategies for support are available.</p>	Summer 2024

This plan will be reviewed on an annual basis by the Head Teacher and school leadership Team. The next scheduled review date for this plan is November 2024. Any changes to this plan will be communicated to all staff members and relevant stakeholders.