

Hornby St Margaret's Primary School, Accessibility Plan

Our vision is for every individual within our school community to achieve their potential, valuing each person as created in the image of God and therefore of infinite worth. We believe that in belonging we are connected and have a shared belief, ownership and responsibility in the success of ourselves and others.

BELONGING, BELIEVING, SUCCEEDING TOGETHER

'I have come that you may have life, and have it to the full.' (John 10:10)

Schools' Planning Duty

Schools' Planning Duty under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. At Arboretum Primary School the plan will form part of the Building Contents Survey and will be monitored by the Headteacher and evaluated by the Governing Body.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Hornby St Margaret's are dedicated to ensure that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.

Hornby St Margaret's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

Aims and Objectives

Our Aims are to:

- increase access to the curriculum for pupils with a disability
- improve and maintain access to the physical environment and take advantage of education associated services
- improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- Equalities Policy
- Special Educational Needs & Disabilities (SEND) Policy
- Local Offer
- Safeguarding Policy
- Health & Safety Policy
- Staff related policies, e.g. risk assessments

This plan will also be used to advise and inform future planning documents and policies.

We aim to ask about medical and special educational needs, as well as any concerns parents may have in early communication with new parents and carers. For parents and carers of children already at the school, we collect information on disability on a regular basis through discussions with parents and outside agencies.

Physical Environment

The physical environment is fully accessible for all uses and has wheelchair access both indoors and outdoors. We have a ramp at the front entrance and leading into the key stage 2 area of school to ensure that wheelchair users can exit the building safely. All corridors are wide and there are no issues moving around school safety for any person in a wheelchair. The building is all on one level and so in general does not cause any particular difficulties. All classrooms have fire exits which can be used for all pupils.

Curriculum

With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments. The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively. Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include; writing slopes, different chairs/seats, use of laptops etc.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

Current Activities

At Hornby St Margaret's the school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability, working with Lancashire County Council SEND Team, outside agencies, Health Professionals and Educational Psychology Services. The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding. We have strong systems in place to ensure that we meet the needs of all of our pupils including Provision Mapping, which identifies children and interventions. These are produced and reviewed termly alongside whole school tracking systems.

All staff work together as a team to ensure strategies for improving pupils' behaviour and access to learning is effective.

The school also works closely with specialist services including:

- Specialist Teachers and Educational Psychology Services
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- LAC (Looked After Children) and Virtual Schools
- School Nurse
- Occupational Therapy
- Physiotherapy

- CAMHs (Child and Adult Mental Health)
- Family Well-being service

The school's governors, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day.

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

Review and Implementation

The Accessibility Policy is reviewed annually by the Governing Body and Headteacher.

In addition, the Accessibility Plan will be reviewed three yearly by all relevant parties.

Aim 1: To increase the extent to which pupils with a disability can participate in the school curriculum				
Target	Strategies	Timescale	Responsibilities	Success Criteria
To access outside agency support/advice and on-going support for pupils with health needs.	<ul style="list-style-type: none"> • Referral/consult to specialist support teachers for additional support and advice where needed • Consult regularly with parents for information sharing and discussion on targets/needs for identified children 	On-going updates and regular input throughout the year from outside agencies Termly meetings SENDCo and EP/SALT/ Specialist teachers/class teachers/teaching assistants	SENDCo All staff working with pupils with additional needs Specialist teachers and Psychology Services	<ul style="list-style-type: none"> • Pupils needs being met • Advice, strategies and targets given by outside agency support taken on board and making a difference to pupils and school in ensuring needs are met • Staff feeling supported in meeting the needs of all pupils • Range of equipment integrated
To improve access to the curriculum through the use of specialised equipment and	<ul style="list-style-type: none"> • OT/Physio and SALT programmes identified on provision maps and staff training taken place to deliver any specialised interventions/use of equipment 			

resources following advice and support from outside agencies				into practice • Parents feeling confident about the provision
To review the attainment of pupils with SEND regularly through whole school tracking systems.	<ul style="list-style-type: none"> • Discussion to take place at pupil progress meetings on the attainment of all pupils on SEND support/EHCP • Attainment of SEND children over the year to be analysed termly and through IEP meetings (SENDCo) • Track small steps of progress using PIVATS • IEPs to reflect needs of pupils based on progress made 	Min. of 3 x annual IEP meetings 1 x annual EHCP review 3 x termly SEND Progress Meetings – SENDCo and teacher Ongoing	HT SENDCo	<ul style="list-style-type: none"> • Analysis shows that expected progress has been made by all pupils • Progress towards the IEP targets has been achieved. • Provision has been reviewed and amended based on needs of pupils
To ensure parents are fully involved in the IEP process and understand how to support their child at home. To ensure that pupils are involved in their IEP targets and EHCP meetings (where appropriate).	<ul style="list-style-type: none"> • Minimum of 1 x termly meetings for IEP reviews/discussion on progress • Discussion on targets and parent views considered • Targets to be clearly identified on IEPs for parents to work on • Staff to complete parent meeting notes – proforma in SEND folders • Parents to complete a questionnaire – analyse/review and take action steps where needed • Introduce 'Parent Drop-in' sessions Spring term 	1 x termly minimum with class teacher SENDCo to arrange drop in sessions	Class teacher SENDCo Parents	<ul style="list-style-type: none"> • IEPs reviewed with parents and new targets shared • Parents understand targets and know how to support their child with at least one of the targets • All parents aware of the SEN needs of their child • Evidence/tracking of meetings held with parents completed by teachers and used to monitor parent views and feedback

To continue to train staff according to the needs within the school on the use of specialised equipment and understanding/ meeting pupils' needs	Staff training identified – internally and externally	Autumn Term Review – ongoing basis	HT SENDCo All staff	
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Aim 2: To improve the physical environment of the school				
Target	Strategies	Timescale	Responsibilities	Success Criteria
To continue to maintain the physical environment of the school in order to maintain accessibility for all pupils	<p>Indoor</p> <ul style="list-style-type: none"> Identify needs of new in-take and make reasonable adjustments to the physical environment Assess needs of pupil and plan for smooth transition Plan classrooms accordingly Involve STePs Teams to support with transition and any specialist equipment Maintain good working order of all disabled toilets and facilities <p>Outdoor</p> <ul style="list-style-type: none"> Maintain good up-keep of all areas to allow easy access Pupil questionnaire - Seek pupil views through School Council on improving play 	On-going HT	HT SBM Governors SENDCo Site team All staff	The environment is suitable for disabled children entering school Classroom environment is accessible and meeting the needs of pupils wherever possible

	<p>areas</p> <ul style="list-style-type: none"> • Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes. 			
To ensure risk assessments are in place for key pupils	<ul style="list-style-type: none"> • Up-date Risk Assessments for all pupils and share with staff • Monitor risk assessments and adapt if needed to meet children's needs 	Annually and regularly	HT SENDCo	<ul style="list-style-type: none"> • All staff aware of risks and pupils safely accessing the curriculum and school grounds • Risk Assessments are understood and followed up
To ensure classroom environments meet the needs of pupils	<ul style="list-style-type: none"> • Environment monitoring to take place on a regular basis. • Ensure environments meet the needs of the children by being stimulating but not overly through learning walks, drop-in sessions, mini observations etc. • Needs of the child to be carefully thought through and classrooms adapted accordingly • Seek views of children 	ongoing basis HT SENDCo All staff	<ul style="list-style-type: none"> • Access to the curriculum improved through the use of good quality resources, interventions and adaptations 	<ul style="list-style-type: none"> ongoing basis HT SENDCo All staff • Access to the curriculum improved through the use of good quality resources, interventions and adaptations
To ensure that the school environment offers further information to pupils and visitors	<ul style="list-style-type: none"> • Classrooms labelled • Environmental print • Displays offer visual and written support/adapted where needed • Photographs/images for visual support on display • Monitored through learning walks 	On going	HT	Visual and written environment offers support and is consistent around the school

Aim 3: To improve the delivery of information to pupils and parents				
Target	Strategies	Timescale	Responsibilities	Success Criteria
To continue to update and improve the school website to ensure information is fully accessible	<ul style="list-style-type: none"> • Website redesigned/developed and improved over time • Checklist completed for all relevant information that needs to be on the website • Ensure parents are fully aware of the information available on the website 	On going	HT SENDCo All staff	<ul style="list-style-type: none"> • Website up-dated and all relevant information available and up-dated regularly • Friendly/easy to access website • Website used by parents
To continue to meet any specific future needs of pupils/families within school	<ul style="list-style-type: none"> • Assess needs and plan accordingly • Identify any specialised support needed and seek advice • Add to provision maps/risk assessments etc. • Staff awareness and training where needed 	On going	Whole school	<ul style="list-style-type: none"> • Needs of pupils met where ever possible

Approved By:

Head Teacher Date

Chair of Governors Date

Review date: July 2024

Next review date: July 2027

Reviewed by: N Davison