

## Hall Green Primary Accessibility Plan

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from April 2018 – March 2021.
2. 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 committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Hall Green Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Single Equality Policy and Scheme
  - Curriculum

- Equal Opportunities and Diversity
  - Staff Development
  - Health & Safety (including off-site safety)
  - Inclusion (Including Special Needs)
  - Behaviour Management
  - School Improvement Plan
  - School Budget Plan
  - School Prospectus and Mission Statement
  - Teaching and Learning Policy
8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
  9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
  10. The School Prospectus will make reference to this Accessibility Plan.
  11. The School's complaints procedure will cover the Accessibility Plan.
  12. Information about our Accessibility Plan will be published annually to parents.
  13. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
  14. The school will work in partnership with the local education authority in developing and implementing this plan and will adopt in principle the "Sandwell Accessibility Strategy".
  15. The school makes its accessibility plan available in the following ways:
    - On request from the school office;
    - A copy is issued to all parents/carers of disabled pupils;
    - The full plan is available in a variety of formats, e.g. large print;
    - On the school website as sound pages.
  16. The Plan will be monitored by Ofsted as part of their inspection cycle.

The audit conducted by the Leadership Team in March 2018 indicates that the following practices are in place:

**Curriculum:**

- Data obtained on future pupils to facilitate advanced planning, including pupils entering the Foundation Stage and those transferring from other schools;
- Procedures in place for the identification and support of pupils with Special Educational Needs;
- Detailed pupil information given to all relevant staff;
- Regular home/school liaison;
- Differentiated curriculum to enable all pupils to feel secure and make progress;
- Teaching Assistants deployed to cover a range of curriculum needs e.g. speech and language, occupational therapy, literacy and numeracy;
- Special considerations for pupils taking part in tests e.g. adult readers provided for mathematics and GPaS;
- Strong links with outside support agencies;
- Consideration of children's preferred learning styles.

**Physical Environment:**

- Accessible car parking at front of school
- Ramp in place to main entrance of school
- 3 unisex disabled toilets – one situated on the ground floor, two on first floor
- Lift to allow access to first floor for all
- Carpeted floors in all classrooms to support HI Hearing Impaired children;
- Regular evaluation of the school site for accessibility by the Premises, Health & Safety Committee.
- Cushions around the poles at entrances and exits to school building
- Gates to allow access to field through fence

**Information:**

- Provision of information to pupils with a disability and their parents/carers through one-to one meetings with the Headteacher, Deputy Head/SENCo, family support worker;
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.
- Use of 'Makaton' and 'Communicate In Print' symbols.

As a school, we have set the following priorities for the development of information and data to support the school's accessibility plan:

- Annual audit of the schools' strengths and areas for improvement in working with disabled pupils;
- The impact on disabled pupils of the way the school is organised;

□ Outcomes for disabled pupils.

DATE: April 2018

**Hall Green Primary School Accessibility Plan 2018-2021**

**Improving the Physical Access at Hall Green Primary School**

An Access Audit was carried out by deputy Head/Chair of H&S, with Site Manager in April 2018 and a number of recommendations made:

<b>Access Report Ref.</b>	<b>Item</b>	<b>Activity</b>	<b>Timescale</b>	<b>Cost £</b>
1	Gate at front of school	Ensure gate is not too heavy and correct hinge is in place without faults	By Summer 2018	No cost to school
2	Gates onto main playground in case of emergency	Signage in place to support which way gates need to be opened.	By Autumn 2018	£15
4	Access to raised garden area	Ramp to be constructed to allow easy access to raised garden area (Semi-permanent ramp)	By Autumn 2019	Approx £1500
6	Lifting and handling of pupils	Training for staff re: lifting and handling of pupils	By Summer 2019	tbc
7	Physical Handling of Pupils	Training for staff re: physical handling of pupils	By Spring 2019	2 X £150 4 X £75 2 days cover @£195
3	PEEPs	Ensure PEEPs are updated to ensure physical access/exit is covered in case of emergency.	By 1 September 2018 (annually)	n/a
5	Access from 1 <sup>st</sup> floor in event of emergency	Evac chairs to be purchased (min 1, max 2)	By Summer 2019	Approx £1000 per chair £500 training
8	Meet the needs of adult visitors who may use the site	Records and info requested in line with GDPR .	By Autumn 2018	n/a

	Target	Strategy	Outcome	Timeframe	Achievement
<b>the Hall</b>	Training for teachers/support staff on differentiating the curriculum and meeting pupil need	Undertake an audit of staff training requirements INSET using strategies as appropriate	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum – pupils make at least expected progress. SEN forms available in office to be used as needed	Summer 2018 onwards	Increase in access to the National Curriculum Individual pupils make at least expected progress.
	Training for staff to support children with specific needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships etc. INSET in place as needed	Staff trained to meet individual needs of children, e.g. ASD, lifting, toileting etc.	Summer 2018 onwards	Pupils supported appropriately with regards to all aspects of their individual need.
	Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents  Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	By Spring 2019	Society will benefit by a more inclusive school and social environment
	Promote positive attitudes and well-being through the development of PSHE in curriculum	PSHE audit carried out. PSHE to be regularly taught within curriculum	Positive attitudes and well-being of pupils evident Monitoring shows PSHE integral part of curriculum.	By Summer 2019	School covers all PSHE programmes of study and covers statutory requirements.
	Make available hardware and software to meet the needs of pupils with disabilities/SEN	Ongoing purchase of hardware/software. Install software as appropriate	ICT available to enrich the curriculum for SEN pupils	Summer 2018 onwards	Pupils better enabled to meet AAM targets as set in AAMs/EHCPs
	Ensure LSPs are familiar with software/apps which will support the learning of SEN pupils	INSET and time given for LSPs to familiarise themselves with software	LSPs enabled to choose and use software appropriate to meet the needs of SEN pupils	Summer 2018 onwards	Pupils better enabled to meet IEP targets as set in IEPs
	Pupil conferencing and pupil surveys initiated to judge the level and quality of pupil engagement	Judgement of the quality and consistency of pupil engagement and participation in their own learning.	Strengths and weaknesses identified relating to specific aspects of provision  Support identified to address weaknesses	Once per term: Aut – WB 19/11/18 Spr – WB 18/03/19 Sum – WB 17/06/19 Learning survey: WB 28/01/19 -Then within annual cycle	Increased consistency in the judgement of the quality of provision within the school
	Continue to promote positive attitudes and enable pupils to make choices to stay safe online	E-safety lead in place E-safety integral part of the curriculum	All staff trained as needed  E-safety taught and monitored	Summer 2018 and ongoing	Children make choices that keep them safe with regards to e-safety and the Prevent Agenda

**Improving Curriculum Access at Green Primary School**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
Availability of written information to pupils using symbols/Communicate in Print.	Use Communicate in print to create texts for pupils as needed.	Access to written texts to pupils with communication difficulties	Summer 2018 onwards	Improved access to information of pupils with communication difficulties.
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Spring 2019 onwards	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Spring 2019 onwards	Delivery of school information to parents and the local community improved
Ensure signage around school takes into account Visually impaired	Audit signage and alter as necessary.	Signage visible to all sighted and in symbol format when appropriate for those with visual/Literacy difficulties	Summer 2019 onwards	All stakeholders enabled to negotiate their way around the premises and evacuate the building in an emergency.
Provide BSL interpreters and language interpreters for Parents Evenings, other meetings.	Audit of those needing an interpreter Appointments and meetings scheduled to enable interpreters to attend.	Purposeful meetings between school and families take place.	Autumn 2018 onwards	Effective communication between school and family.
All pupils are taught to develop a neat, joined style of handwriting as soon as they can form letters accurately	Adults model correct handwriting in all written information. Pupils are taught correct handwriting style and joins.	Monitoring evidences progress and improvement of the handwriting of pupils across the school.	Autumn 2018 onwards	The handwriting of pupils meets expectations for ARE.