



ACCESSIBILITY PLAN (2015)

HALL GREEN PRIMARY SCHOOL

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 2015 – March 2018.
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:

- Disability 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 2015 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:

- Ramp in place to main entrance of school with Disabled Toilet in close proximity;
- Hydraulic bed/Changing facility in main school area, accessible to all;
- Carpeted floors in all classrooms that are used by Hearing Impaired children;
- Regular evaluation of the school site for accessibility by the Premises, Health & Safety Committee.

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/safeguarding officer;
- 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 2015

Hall Green Primary School Accessibility Plan 2015-2018

Improving the Physical Access at Hall Green Primary School

An Access Audit was carried out by deputy Head/Senco in March 2015 and a number of recommendations made:

Access Report Ref.	Item	Activity	Timescale	Cost £
1	Accessible car parking	Bays to be signed in accordance with Part M standards	November 15 (Old build) January 16 (new build)	Cost of materials and labour tbc
3	Lifting and handling of pupils	Training for staff re: lifting and handling of pupils	By Spring 17	No cost of training – site manager, 1day
4	Physical Handling of Pupils	Training for staff re: physical handling of pupils	By Spring 17	2 X £150 4 X £75 2 days cover @£180
2	Access to rear of school	Seek advice and funding from LEA With regards to secondary evacuation routes during school build.	Summer 2015	TBC Exploration of additional funding.
5	Ensure New Build is accessible	Audit to take place and action as necessary.	Spring 2016 – Summer 2016	TBC
6	Withdrawal room for reasons of disability or behaviour	Seek advice and funding from LEA Refurbish room specifically as a low sensory room.	2017 Once in New Build	TBC Exploration of additional funding. School building Programme may impact
7	Emergency Evacuation for Hearing Impaired if not available in New Build	Seek advice and funding from LEA Installation of flashing alarm system	2018 Once in New Build	TBC Exploration

				of additional funding. School building Programme may impact
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- Given changes to new build and site during Spring/Summer 2016, which cannot yet be accounted for, this part of the plan may need to be reviewed and amended during March/April 2016.

Hall Green Primary School Accessibility Plan 2015-2018

Improving the Curriculum Access at Hall Green Primary School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers/support staff on differentiating the curriculum	Undertake an audit of staff training requirements INSET using strategies including from ECC and ECaR	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Summer 2016 onwards	Increase in access to the National Curriculum
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Summer 2016 onwards	Increase in access to the National Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Sept 2015 onwards	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils, in light of move into new building,	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases, in new building	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	January 2016 onwards	Increase in access to the National Curriculum
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	Summer 2016	Society will benefit by a more inclusive school and social environment
Make available hardware and software to meet the	Ongoing purchase of hardware/software.	ICT available to enrich the curriculum for SEN pupils	Summer 2016 onwards	Pupils better enabled to meet IEP targets as set in

needs of pupils with disabilities/SEN	Install software as appropriate			IEPs
Ensure LSPs are familiar with software 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 2015 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 23.11.15 Spr – WB 14.03.16 Sum – WB 20.06.16 Learning survey: WB 01.02.16 -Then within annual cycle	Increased consistency in the judgement of the quality of provision within the school

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Improving the Delivery of Written Information at Hall Green Primary School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
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 2015 onwards	Improved access to information of pupils with communication difficulties.
Create database of parents and carers with specific needs	Include request for information on annual personal information sheet. Use information to allow access of information through strategies as appropriate	Database of parents/carers with specific needs	Sept 2016	School enabled to meet the needs of parents/carers when they are accessing information related to their children's education.
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 2016 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 2016 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, once in new building.	Signage visible to all sighted and in symbol format when appropriate for those with visual/Literacy difficulties	Summer 2016 onwards	All stakeholders enabled to negotiate their way around the premises and evacuate the building in an emergency.
Raise the awareness of adults working at and for the school on the	Arrange training courses.	Awareness of target group raised	Summer 2016 onwards	School is more effective in meeting the needs of pupils.

importance of good communications systems.				
Support parents in understanding of target setting and assessment process	Parent meetings to explain processes during Spring 1	Improved access of written reports for all parents	Parent meetings to explain processes during Spring 1 2016. Written reports with new assessments in July 16.	Parents have a good understanding of new assessment process Improved partnership between school and parents Targets set and shared with parents and pupils (at appropriate level) during parent's evenings.