

## **Hawksworth Wood Primary School Accessibility Policy and Plan 2017 - 2020**

At Hawksworth Wood Primary school, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate in school life.

Our thorough monitoring of the achievement of all pupils will be used to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Hawksworth Wood Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

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

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

**The purpose of our accessibility plan is to set out proposals of how we will seek to increase access to education for disabled pupils in the 3 areas required by the planning duties in the Disability Discrimination Act:**

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

In performing their duties, governors and staff will also have regard to the Special Educational Needs Code of Practice 2014.

### **Monitoring and Review**

This plan will be monitored through Resources Committee of the Governors. This will happen as the Department for Education advises, every three years.

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<b>ACCESS TO THE CURRICULUM</b>			
<b>Priority</b>	<b>Strategy Action &amp; Responsibility</b>	<b>Timescale</b>	<b>Success Criteria</b>
Continue to update training for teachers and support staff on different aspects of SEND and how to provide effective provision.	<ul style="list-style-type: none"> <li>Investigating the use of technology to support children – SENCo/HT</li> <li>Establish training needs and implement appropriate training programmes as required.</li> <li>Staff Meetings and INSET - SENCo/HT</li> </ul>	Ongoing	Training needs identified and met as required, e.g. refresher training, training for new equipment.
Ensure PE curriculum to be accessible to all.	<ul style="list-style-type: none"> <li>Gather information regarding accessible PE and Disability Sports.</li> <li>Review PE curriculum to audit potential need across school. – PE Lead/ SENCo/HT</li> </ul>	December 2017	Completed audit with clear plan of actions to implement any identified areas.
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	<ul style="list-style-type: none"> <li>Compliance with the Equality Act 2010</li> <li>Leadership Team and Individual Subject Leaders.</li> </ul>	Completed by July 2017	All statutory policies up-to-date and published as required.
Ensure that support staff receive appropriate training from professionals to enable them to deliver programmes to children with physical disabilities.	<ul style="list-style-type: none"> <li>Review and improve whole school SEND systems and monitoring in school. – SENCo/HT</li> <li>Review the needs of children with specific issues ensure staff have the opportunity to attend all relevant training.</li> </ul>	Completed by February 2017 Ongoing	Established school SEND practice and procedures consistently practiced throughout school. Effective SEND monitoring cycle in place.
<b>ACCESS TO THE PHYSICAL ENVIRONMENT</b>			
Ensure that all common areas of the school building and grounds are accessible for all children and adults.	<ul style="list-style-type: none"> <li>Ensure there is always access to disabled parking</li> <li>Ensure that main pathways and routes are kept clear and are wheelchair friendly.</li> <li>Ensure that the pathways around the exterior of school are kept clear.</li> </ul>	On-going	Access routes and pathways within and around the school building and exterior site allow unhindered travel.
Ensure that classrooms are optimally organised and that any additional equipment provided promotes the participation and independence of pupils	<ul style="list-style-type: none"> <li>Review the classrooms its organisation and layout of furniture and equipment and make reasonable adjustments to ensure access for all.</li> </ul>	Completed by July 2017 Ongoing	Pupils able to access environment independently and comfortably.

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and adults alike.			
Ensure that any children with a physical disability have an Individual Health Plan with a particular focus on supervision and access at break and lunch time.	<ul style="list-style-type: none"> <li>Review of current formats and meeting agenda items to ensure that Individual Health Plan make specific reference to break and lunch time supervision and access – SENCo/HT</li> </ul>	<p>Completed by May 2017</p> <p>Ongoing as required</p>	Documentation makes specific reference to break and lunchtime supervision and access arrangements. Practice matches policy.
All pupils with mobility issues can be safely evacuated.	<ul style="list-style-type: none"> <li>All personal emergency evacuation plans (PEEPS) are in place and up-to-date, and that staff are aware. (SENCO/HT)</li> </ul>	May 2017	Successful and efficient fire drills. Pupils evacuated safely.
<b>ACCESS TO INFORMATION</b>			
Ensure that any written information provided by the school for pupils, parents and visitors is accessible.	<ul style="list-style-type: none"> <li>Initially, HT to approve all correspondence out of school</li> <li>Administration staff to use standardised formats that have been approved and are accessible.</li> <li>Admin staff will ensure they are aware of the services available for converting written information into various formats (e.g. Braille or audiotape)</li> <li>Promote the availability of different formats so parents are aware of this service.</li> </ul>	On-going and to review annually.	Written information is accessible to all of the school community.