

Hexthorpe Primary Academy

Accessibility Plan 2019 – 2022

**Section 1: Vision statement Purpose of the Plan**

The purpose of this plan is to show how Hexthorpe Primary Academy intends, over time, to increase the accessibility of our academy for disabled pupils. Hexthorpe Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

**Definition of Disability**

According to the Equality Act 2010, a person has a disability if: a) He or she has a physical or mental impairment. b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that ‘Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’. This plan has been drawn up in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out our proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA: a. Increasing the extent to which disabled pupils can participate in the academy curriculum; which includes teaching and learning and the wider curriculum of the academy, such as participation in after school clubs, leisure and cultural activities or educational visits; b. Improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services; c. Improving the delivery of information to disabled pupils, which is provided in writing for pupils who are not disabled

**Documents and policies**

The Accessibility Plan should be read in conjunction with the following academy policies, strategies and documents:

• Curriculum policies

• Staff development policy

• Health and Safety Policy

• Special Educational Needs Policy

• Behaviour Policy

• School Development plan

• Academy prospectus and Vision Statement

The Academy complaints procedure covers the Accessibility plan.

Training

Academy training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways: • A copy is posted on the school’s website • A paper copy is available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Hexthorpe Primary Academy will address the priorities identified in the plan. The plan is valid for three years 2019-22. It is reviewed annually.

Approved by: Nicola Parker-Watts

Date: September 2019

Next review date: September 2022

**Section 2: 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

• Improve the delivery of written information to pupils

The table below sets out how the academy will achieve these aims.

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| Target | Action | Responsibility | Timescale |
| To promote and embed equality ,diversity and representation across ethnic groups. | * Language Ambassadors – children nominate themselves and are the then interview for the position of supporting others in school and promoting their language/culture. * Class language buddies to support other children in class with the same home language. * Multilingual classroom labels (e,g Mrs Veal/Doamna Veal/Panni Veal). * Written translation of key words on posters & displays. * Events for parents: welcome week, open days, religious dates and festivals. * Multilingual welcome booklet. * Resources and learning materials in classes that celebrate and promote diversity such as books and images. * Bilingual/multilingual teaching assistants and support from EMTAS. * Bilingual volunteers in school * Whole staff training on Roma/ GRT culture to help staff understand the different cultures. | SLT  EAL Leader  Teachers  TAs | Autumn term ambassadors selected. |
| Transparent admissions, and exclusions / seclusions. | * Admissions are fair and do not discriminate on race, gender, disability, religion or socio-economic factors. * Exclusions and seclusions are based on the Behaviour Policy. * Updating parents regularly about any changes in regards to behaviour and admission policies. * PEAPs in place for children at risk of repeated FTE or PEx. | Admin  Pastoral | ongoing |
| Eliminate racial discrimination by promoting good relations between children of different racial/ethnic groups. | * Assemblies - focusing on diversity and cultural understanding. * Information sessions for parents. * Making known school policies. * Inviting to school people with the expertise in this area. * To continue to build the sense of community in school (clothes & food bank, food vouchers, Local Solution Group, EU Settlement advice). * Internal monitoring systems for attendance, behaviour, pupil voice and parent voice. | SLT  Teachers  TAs  Pastoral  Admin | ongoing |
| To ensure equality of opportunity for all pupils in all areas of school life. | * All groups of pupils have the same access and entitlement to different school activities including a variety of after school clubs, breakfast club, school council and positions of responsibility in school. | SENCO  EAL Leader | Monitored half termly and on trackers |
| To ensure that individual strengths are recognised and all pupils achieve their full potential. | * Every SEN child has a one page profile -outlining the strengths and development points for learners * Support plans based on the identified needs. * Educational Health Care Plans for children with ongoing educational and health needs. * Support in the classroom context through differentiated task and quality first teaching. * Working in small groups or personal interventions designed to meet specific needs. * Weekly class certificates celebrate achievements. * Dojos, stickers, post cards home and positive phone calls celebrate all children’s achievements. * Opportunities for children to bring certificates, awards and other memorabilia to celebrate out-of-school achievements in class and assembly. * Year 4 children participate in swimming lessons and awarded with certificates for their achievements. * All KS2 children learn to play musical instruments (ukulele and brass) and the opportunity to learn the violin. | SENCO  Teachers  TAs  SALT services  OT services  CAMHS  BOSS  ASCETS  School nurse  Other professionals | Profiles reviewed annually.  Support plans termly.  Classroom support ongoing. |
| Taking steps to meet disabled pupils needs. | * Individual risk assessments. * Use suitable furniture and equipment (adjustable table, transferring board). * Multi-sensory approaches. * Personal Evacuation Plans in place. * Preparation for school visits. * Specific support to take part in certain activities such as PE, school trips and extra-curricular activities. * All areas of the school are accessible for wheel chair users and/or people with disabilities. | SLT  SENCO  Teachers  TAs  other agencies | Reviewed at SEN support meetings |
| Provide opportunities for all parents to make their view known. | * Open door policy allowing parents to come into their child’s class for the first 10 minutes of each school day. * Pastoral support for all families through the pastoral team. * Parent’s Evenings. * Questionnaires for parents completed twice a year at Parent’s Evening (with open-ended questions). * Parents to attend LAC and TAC meetings. * Home-school liaison books for identified pupils. * Parents to attend SEN and EHCP review meetings. * Two-way communication (via Astrea app or email). * Ensure school policies are easy for parents to access. * Consider how to ensure parents for whom English isn't their first language can access school communication. * Implementing training programme for parents such as the ASCETS team supporting parents of children with an autism diagnosis in school. * Flowchart for tracking parental involvement. * Celebrate the success, making sure parents know the impact of working together. | SENCO  Teachers  TAs | Termly assess plan do review meetings |
| Ensuring that detailed pupil information is shared with staff. | * All relevant staff are informed through CPOMS of information specific to the children they work with. * SEN and behaviour plans are developed and shared with key staff working with children. | SLT  SENCO  Teachers  TAs  Pastoral | ongoing |
| Organising TA's deployment to support children needs. | * Line Manager for TAs monitor deployment and impact. * TA s working 1:1. * Provision mapping is used to monitor and assess the impact if TA interventions with SEND children across school. * Interventions are recorded through tracking documents, reviewed half termly and adapted as needed. | SENCO  Teachers  TAs | Reviewed half termly |
| Using clear assessment to measure the progress and achievement of specific targets. | * School tracking system enables all assessments to be filtered by vulnerable groups. * School tracking system gives individual pupil flight paths of all data. * Individual targets set for children at the start of the school year and monitored at each assessment point. * Pupil Progress meetings discuss the progress and attainment of all vulnerable groups. * P scales and standards to assess children working below year 1. * BELL foundation to assess development of the English language. * Wellcomm to assess early years development of language and communication. * Read Write Inc is our main method of teaching phonics in school. * NGRT is an Astrea assessment tool for key stage two to assess reading ages. | SENCO  Teachers  TAs | See assessment timetable |
| Establishing a bank of resources support specific needs. | * Social stories. * Thrive activities including 1:1, group work and whole class Thrive sessions. * Precision teaching. * Writing frames. * illustrated dictionaries. * Individualised visual timetable/visual aids. * Communication in Print. | SENCO  Teachers  TAs | Ongoing |
| Using a range of teaching methods and styles to facilitate access for all students. | * Quality First Teaching ensures the needs of all learners are met within the classroom and/or through specific interventions and programmes of support. * Meta-cognitive strategies. * Questioning techniques. * Communication – friendly environment. | SENCO  Teachers  TAs | ongoing |
| Restorative approaches to resolve conflicts including bullying. | * Mindfulness. * Restorative circles. * Collaborative class agreements. * Mentoring. * Thrive. * Therapeutic play. | SLT  Pastoral  SENCO  Teachers  TAs  Other agencies | ongoing |