



## Harthill Primary School

# Accessibility Policy + Plan

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.

The plans, over time, look 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.

It will look to 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. 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.

It will look to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.

Below is our Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis. 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.

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

- Curriculum
- Equal Opportunities
- Staff Development
- Health & Safety
- Inclusion
- Behaviour Management
- School Improvement Plan
- School Prospectus and Mission Statement

The school will work in partnership with the James Montgomery Trust when implementing this plan.

Reviewed and updated by Senior Leadership Team September 2022



# Harthill Primary School

## IMPROVING THE CURRICULUM ACCESS

INTENT	IMPLEMENTATION	IMPACT
Ensure appropriate training for staff who teach children with a hearing impairment or visual impairment	Liaise with Hearing and Visual Impaired Service	All staff clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them. Hearing impaired children Successfully included in all aspects of school life.
Training for staff in the identification of and teaching children with ASD, Attachment Disorder and other specific learning difficulties, including children identified with dyslexic tendencies.	Relevant staff attends appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Children with specific learning difficulties are successfully included in all aspects of school life.
Ensure appropriate training for staff who teach children with speech and language difficulties.	Liaise with Sp + L therapist.	All staff clear understanding of the needs of SP + L children and how to ensure the curriculum is fully accessible to them. Sp+L children successfully included in all aspects of school life.
Ensure a nurturing approach for social, emotional and mental health support for pupils. Staff use a consistent restorative approach to ensure positive behaviour across school, including for pupils with regulatory barriers.	SLT review and adaptation of behaviour policy. De-escalation and support plans in place for children with more significant barriers. HLTA and LSAs to deliver intervention to individuals and groups.	Pupils feel safe and happy in school. Minimum behaviour difficulties and where they do arise pupils are supported in a safe and respectful way. Minimal disruption in class, ensuring all children can learn in class. Pupils identified with SEMH barriers make progress; measured using Assessment tools measure this.
Classrooms are optimally organised to promote the participation and independence of all pupils (including space available to ensure that pupils can have time away from peers to support regulation.)	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning. All pupils have access to a broad and balanced curriculum. Visual timetables, now and next and motivational strategies used where appropriate to support pupils to engage with lessons alongside peers.
Training for Awareness Raising of Equality Issues.	Provide training for governors, staff, pupils and parents as needed. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to access. Community will benefit from an inclusive environment.

Ensure all children on SEN register have regular review meetings and provision is mapped for individuals.	Appropriate provision for all children and reviewed termly in meetings with relevant staff and parents. Early identification and provision in place. Graduated response followed, following the assess-plan-do-review model.	Provision maps, SEND support plans and IEPs are up to date and forms a key part of the planning process for all pupils. Provision maps, SEND support plans and school support plans in place to support the needs of individual children.
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## b) IMPROVING THE DELIVERY OF WRITTEN INFORMATION

INTENT	IMPLEMENTATION	IMPACT
Make available school prospectus, school newsletters and other information for parents in alternative formats (electronic, paper-based.) Ensure parents are aware that large print can be arranged. Seek support around EAL or braille versions if appropriate.	Review all current school publications and promote the availability in different formats for those that require it. Links and reminders to be available on facebook, on the website and by text.	All school information available for all. School information published on school website and updated regularly. Delivery of school information to parents and the local community improved.
Survey parents/carers on quality of communication.	Questions around information sharing is included in annual parents' questionnaire.	School is more aware of the opinions of parents and acts on this. Parental opinion is surveyed and action taken appropriately.

## PHYSICAL ACCESS

INTENT	IMPLEMENTATION	IMPACT
Ensure pupils, parents and visitors with disabilities can access classrooms.	Any children with disabilities joining school will be considered when classroom are allocated to year groups and appropriate classrooms used to prevent need to use the steps. All toilets, lunch and yards are accessible without need to access stairs. Any parent/visitor with disabilities to be considered when rooms are allocated for meetings or events to prevent the need to use the stairs.	All children with disabilities to be able to access learning in their classroom and all other areas of school life with their peers through planning and room allocation. Any parents and visitors to be fully included in any special events, visits or meetings.
Ensure access to toilets for people with disabilities.	Disabled toilet with wheelchair access, specialist seating, and washing facilities for children and adults requiring it.	School toilets will be easily accessible in school for children and adults including those with disabilities.
Ensure school is accessible for pupils, parents and visitors with disabilities.	Access into school without steps. Disabled parking spaces that parents can use on request. Access to main entrance for people in wheelchairs via ramp.	Parents/visitors requiring use of disabled parking spaces access these when visiting school. Ramp access allows parents/visitors to access all areas of the school.