



Accessibility Plan

Hayward's Primary School



Approved by: Hayward's Governing Body [Name] Date:

Last reviewed on: September 2021

Next review due by:

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

‘Hayward’s Primary School aims to encourage all children to have an equal opportunity to contribute fully to the life and work of the school. We value the importance of the relationship we have with families and work closely together to ensure that our provision is as appropriate as possible for the child. Our aim is that learning should take place in a climate of warmth and support, in which each individual can develop and grow in self-confidence and self-esteem. We also aim to challenge individuals in order for them to achieve their potential. We believe that with the right teaching strategies and support the majority of children with Special Educational Needs and Disabilities (SEND) can be successfully included in mainstream education. The teaching and learning achievements, attitudes and well-being of every pupil matter and should be valued in relation to their own potential, not the achievement of others.’ Hayward’s SEND Policy

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Special educational Needs Co-coordinator, any feedback that we have received in our work with pupils and parents that needs addressing, staff and governors

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	Review
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Care is taken to ensure that children are receiving the most relevant intervention for their key next step.</p> <p>Children receive a range of interventions appropriate for their needs, drawn from agency reports/EHCP.</p> <p>Rather than having too many occurring at the same time, interventions are now more targeted and there are clear expectations about entrance and exit points. Tracking is also much improved, as is the expectation that interventions are time-limited and focused. Following feedback from the July 2021 parental survey, parents would like to be clearer when their children are involved in interventions (this is particularly children who are not on the SEND register, as this is evidenced in their Provision Mapping).</p>	<p>With a number of new additions to the teaching/teaching assistant staff at Hayward's, we want to ensure that all staff are aware of expectations and are consistent in the application of expected practice.</p>	<p>Induction Meeting to take place with SENDCo and relevant members of staff.</p> <p>Learning Walk to be carried out based on the Inclusive Classroom documentation that was produced in 2019 and allocated through a unit meeting.</p>	<p>MC</p>	<p>December 2021</p>	<p>Key expectations are consistent across all classrooms and children recognise, through discussion with subject leader, that there are consistencies as the children move across the school.</p>	
		<p>To ensure that parents are clear about their child's involvement in interventions that take place across the school.</p>	<p>SLT to design a way to communicate which children are involved with key interventions and incorporate into the mid-term report format.</p>	<p>MC and AS</p>	<p>December 2021</p>	<p>Parents are aware of the interventions undertaken by the children and the outcome of these can be discussed at parents evening.</p>	
		<p>Individual timetables for EHCP children reflect explicit recommendations within key reports and recommendations.</p>	<p>MC to work with Class Teachers to produce detailed timetables with clear success criteria identified. Teacher and TA work together to ensure that this timetable is dynamic and responds to need and changes are communicated to SENDCo.</p>	<p>MC</p>	<p>December 2021</p>	<p>Timetables are explicit including key outcomes. Staff are provided with appropriate training in order to deliver these effectively.</p>	
		<p>Tracking of Interventions are further refined and there are clear entrance and exit points for all SEMH interventions.</p>	<p>KC and AS to design tracking programmes for all Interventions.</p> <p>MC to work with Behaviour Team to ensure that the interventions are tracked effectively – this will be in addition to the key Case Studies that are being produced by support staff.</p>	<p>KC, AS and MC.</p>	<p>Spring 2022</p>	<p>Interventions are time limited. There is clear evidence (whether through a test result, Boxhall Profile or Case Study) that progress against key objectives have been achieved.</p>	
		<p>To increase the child's voice within the new Individual Education Plan cycle of planning and review.</p>	<p>MC to work with staff on collating together this information from children in an effective manner.</p> <p>MC to continue to ensure that children with EHCP voices are clearly heard as part of the EHCP process.</p>	<p>MC</p>	<p>Summer 2022</p>	<p>Pupil Voice, which already comes through EHCP Annual Reviews, is more visible for children on SEND register.</p>	

		For all staff to be aware (and apply) good quality differentiation within their lessons, across all subjects in the curriculum, ensuring that all learners have appropriate learning tasks.	All staff to receive training (in the Autumn Terms) on good quality differentiation – inc. activities which enable to make effective progress from their starting point. Staff will look at examples in books where this is being carried out effectively. Staff look at the materials available in the classroom and have a good understanding of how these can be used to support learning – consideration given to Numicon training.	Kat Cousins, Maugan Collins and Andy Smith	Summer 2022	There is consistency in differentiation. Staff are clear about effective differentiation and how this enhances the learning experience for the child. Resources are being used effectively by children of all abilities. Children are talking confidently about their learning – evidenced in discussion with class teacher and subject leaders.	
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. Corridors are maintained free for wheelchair access. Disabled toilets are available. Lines are painted regularly to ensure that these can be seen by children/parents with visual impairments. Key areas of the school are all at ground level and can be accessed. Library shelves are at wheelchair height. Where required, specialist advice is acquired to ensure that classrooms are user-friendly (including storage and table-organisation).	To investigate the possibility of installing a disabled parking space in the school car park.	Co-ordination to occur with specialists to see whether it is possible to install one in our existing car park.	Judith Harris, Kirsty Brett and Andy Smith	September 2022	There is ease of access for families/staff who need to access the school.	
		To ensure that when installing whiteboards in the classroom, provision is made for children with a range of needs to access them effectively.	AS will discuss this expectation with TME in advance of installation.	Andy Smith, Richard Gale and Peter Gordon	October 2021	All children can access the boards in order to interact with the available facilities.	
		To ensure that any changes made to the Key Stage 1 playground area are accessible for all children. Care is taken with the choice of markings and a variety of markings are chosen to ensure that all children can access them effectively.	AS will discuss this with JH and KB when putting together plans for the KS1 playground. AS will take advice from playground designers on the best way to ensure a successful outcome.	AS, KB and JH.	Easter 2022	All children are able to effectively access the new playground and the activities that are available.	
		To ensure that thought is given to the possibility of single-gender toilets if the development of the KS1 toilets takes place within the next two years.	AS will discuss this with governors, staff, children and the wider parental community and engage views. AS will work with KB on costing and seeking funding for the installation of the toilets.	AS, KB and governors.	Academic Year 2022-2023	School are able to ensure that Transgender children have the same opportunities to use toilet facilities as all other children in the school and are not treated differently.	
Improve the delivery of information to pupils who require additional support	Staff are aware of the importance of modifying texts when required – this could be to enlarge when relevant. Soundfield systems are established in key classrooms to ensure that delivery is clear for all children with	For Whiteboard training to ensure that staff are aware of available facilities to ensure that the information can be successfully accessed by all children.	AS to discuss this with whiteboard trainer.	AS, RG and PG.	Autumn 2021	Staff are confident in using the whiteboards to support all learners – including those with specific needs inc. visual difficulties.	

	<p>an auditory difficulty.</p> <p>School works closely with key agencies to ensure that information is delivered in the most effective manner.</p> <p>Communication in print is used by a tool, in most classrooms, to support understanding.</p> <p>Most classes use a dyslexia friendly font, agreed by all staff, to produce information.</p> <p>Where relevant children from families with SEND learning and disability issues have information presented in alternate forms – this might include verbally, or for the information to be produced in different styles (e.g. large print).</p>	<p>For staff to be mindful of the vocabulary expectations for children with SEND and EAL. Staff will have access to software which enables the key vocabulary to be represented visually to aid understanding.</p>	<p>MC to work with key working group to establish the techniques that work most effectively for children and staff provided with working examples to use with the children.</p>	<p>MC, DO and other key staff.</p>	<p>Autumn 2021</p>	<p>Clear vocabulary progression is understood and applied by all children. Relevant support staff are aware of expectations and can support this through differentiated work and support materials.</p>	
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4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Hayward's Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical