

# Hayward's Primary School

## Accessibility plan



<b>Approved by:</b>	Hayward's Governing Body [Name]	<b>Date:</b> 25 <sup>th</sup> March 2020
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<b>Last reviewed on:</b>	25 <sup>th</sup> March 2020
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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
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>Our school operates a no permanent exclusion policy – we aim to work with children, agencies and families to ensure the best education possible.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum – we respond to the advice of outside agencies and ensure that we remove as many barriers as possible.</p> <p>Almost all classes are clear about the importance of an Inclusive Classroom and maintain this, to a high standard, throughout the year.</p> <p>Curriculum resources include examples of people with disabilities when appropriate – we</p>	For <b>all</b> members of staff to understand what it means to provide an Inclusive education – with a particular focus on the learning environment that the children experience everyday. We want all children to be able to navigate the classroom environment with ease and to ensure that this is consistent in all classrooms.	<p>All staff to receive training in Inclusive Classrooms.</p> <p>All staff to be familiar with the Inclusive Classrooms documentation which has been completed by the class teacher.</p> <p>Staff to be involved in regular peer-monitoring of their own classroom environment.</p> <p>‘SEND Learning Walks’ to include a focus on the classroom environment. Pupil discussions show that children are able to navigate their environment.</p>	Ruth Dixon, Jill Taylor, Joy Wilshire and Andy Smith	Summer 2020	<p>All staff are consistent in our approach. Staff understand the rationale and maintain high standards throughout the academic year.</p> <p>Children can successfully navigate the classrooms as they move throughout the school.</p>

	<p>look to ensure that we reference people who have overcome barriers and have achieved success. We encourage visitors to school to help inspire and motivate all of our children.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. Smaller steps of progress are tracked for key children and achievements are feedback to families.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>We track provision using EduKey (minimum once per term – teacher and teaching assistant) and ensure that regular conversations occur about the effectiveness of key approaches.</p>	<p>For all staff to be aware (and apply) good quality differentiation within their lessons, ensuring that all learners have appropriate learning tasks.</p> <p>For staff to reflect on books within school already which show an appropriate level of challenge for all learners – there is a good balance between consolidation and challenge.</p>	<p>All staff to receive training (in the Summer and Autumn Terms) on good quality differentiation – inc. activities which enable to make effective progress from their starting point.</p> <p>Staff will look at examples in books where this is being carried out effectively.</p> <p>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.</p>	Kat Cousins, Ruth Dixon and Andy Smith	Summer 2021	<p>There is consistency in differentiation.</p> <p>Staff are clear about effective differentiation and how this enhances the learning experience for the child.</p> <p>Resources are being used effectively by children of all abilities.</p>
	<p>We ensure that children with disabilities are involved with all trips and residential. Activities are tailored, and where relevant specialist advice sought, in order for this to occur.</p>	<p>For children to have small step individual target included in their Provision Mapping. These targets are reviewed on a termly basis through learning conversations with the School SENDCo.</p> <p>For time to be allocated when the SENDCo can meet with each teacher to look at</p>	<p>Staff to receive training in producing SMART targets for children, ensuring that they have spotted the next step in the child's learning which needs further work.</p>	Ruth Dixon, Jill Taylor and Andy Smith	Summer 2020	<p>All children with disabilities will have SMART targets which are for their individual needs.</p>

		targets/provision for all children with disabilities.				
		To ensure that staff understand what working memory means and how they can support children to use this effectively.	<p>Staff training to take place – lead by Steve Hitchcock.</p> <p>Staff Meeting time allocated for teachers to explore and test thinking.</p> <p>Staff will bring together strategies that work most effectively and share these with one another – creating templates which can be shared and used across the school.</p> <p>Staff to explore the use of Knowledge Organisers. Staff to produce a template which can be adapted by teams.</p>	Andy Smith	Autumn 2020	<p>Children are able to retain information more effectively.</p> <p>Children can transfer learning more effectively between different situations.</p> <p>Children (and families) are familiar with the layout and purpose of knowledge organisers and how they can support knowledge acquisition.</p>
		To seek funding to enable the building of an intervention space/sensory room on the slope at Hayward's	<p>AS to co-ordinate grant funding application.</p> <p>AS to work with company to design and cost a room with a sensory room on the side.</p> <p>AS to work with the Hayward's Trust to fund the internal decoration</p>	Judith Harris, Kirsty Brett, Andy Smith and Ruth Dixon	Spring 2021	A specialist space is available to support key childrens' sensory needs.

			<p>and resourcing of the space.</p> <p>JH and KB to attend training in site management.</p> <p>JH and KB to work with planning officers to identify whether building regulations need to be sought. In the event that this does happen, this will be co-ordinated through to project completion.</p>			
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>Corridors are maintained free for wheelchair access.</p> <p>Disabled toilets are available.</p> <p>Lines are painted regularly to ensure that these can be seen by children/parents with visual impairments.</p> <p>Key areas of the school are all at ground level and can be accessed.</p> <p>Library shelves are at wheelchair height.</p> <p>Where required, specialist advice is acquired to ensure that classrooms are user-friendly (including storage and table-organisation).</p>	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, Tony Neal and Andy Smith	Autumn Term 2020	There is ease of access for families/staff who need to access the school.
		To ensure that the new classroom/sensory room can be accessed easily by all children.	<p>Planning application to be submitted to Council representatives.</p> <p>JH to get a quote for an effective surface which can be put in to ensure that wheelchair access can be ensured.</p> <p>KB to consider the purchasing of a ramp to ease access.</p>	Judith Harris, Kirsty Brett, Andy Smith and Ruth Dixon	Autumn Term 2020	Children with all needs can access the Sensory Space/SEND classroom to access specialist intervention.

Improve the delivery of information to pupils with a disability	<p>Staff are aware of the importance of modifying texts when required – this could be to enlarge when relevant.</p> <p>Soundfield systems are established in key classrooms to ensure that delivery is clear for all children with 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>	To continue to ensure that all staff are skilled in supporting children with speech and language development.	<p>Ensure all necessary staff are appropriately trained and have relevant updated schemes of work to use.</p> <p>Early identification will continue through the assessment of all children when they arrive in reception (speech and language link).</p> <p>Key Children are identified and then assessed using the Junior Language Link programme. This will help reduce the risk that underlying language difficulties might be impacting on progress/behavior (Jeanette and Ruth to identify the relevant children).</p>	Ruth, Jeanette and Jill Taylor	Autumn 2020	Staff are clear about how best to deliver information and how best to tailor information for all children to understand and effectively engage with.
		To effectively use communication in print to support the mapping out of stories and understanding of events.	Staff to continue to receive training in the effective use of communication in print.	Denise, Ruth and Andy	Summer 2020	All staff receive the consistent messages in a similar form.
		To ensure that the school trains staff to a specialist level in Dyslexia. As a result all	Jill Taylor and Ruth Dixon to attend training through Babcock.	Jill and Ruth	Autumn 2020	Staff are clear about the most effective way of supporting children with



		<p>classrooms are dyslexia friendly.</p> <p>To train staff in understanding dyslexia and the techniques used to enable children to access information effectively.</p> <p>To purchase Nessy software to support children in developing key literacy skills.</p>	<p>Jill and Ruth to prepare a presentation for staff on effective good practice.</p> <p>Ruth to assess the effectiveness of Nessy and to role out a programme for key children.</p>			<p>dyslexia.</p>
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## **4. Monitoring arrangements**

This document will be reviewed every **3** 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 conditions policy

## Equality objectives

### Describe the improvement needed

It would be good for the school to map out events (in a more structured way) that will embrace diversity, encourage positive attitudes and understanding of pupils with protected characteristics including different forms of disability, for example:

- Get involved in a range of National events e.g. National Deaf Awareness Week
- Plan awareness-raising assemblies on SEND e.g. autism and the difficulties this presents
- Drama and music for the Respect festival to celebrate diversity
- Plan assemblies on cultural events throughout the year, e.g. Chinese New Year, and invite speakers into school
- Celebrate Gay Pride/LGBT History Month
- Celebration of historical events
- Increase understanding of different cultures
- Visits to local places of worship – mapped onto RE curriculum
- Links with countries through twinning (Curriculum Leadership Team)

### Equality objective

To ensure that children at Hayward's are aware of diversity within the local (and wider) community.

To recognize the impact of key historical figures who have influenced and protected different ethnic/religious groups across the world.

### Key strategies to address this

Effective use of EAL co-ordinator and her existing contacts.

Effective use of families (particularly those, to begin with, who already have a close link with the school).

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To map assemblies for the academic year 2019-2020 to include a focus on diversity, local individuals and groups who bring a wealth of cultural experience to Crediton. To have a Hero Day linked to cultural diversity.	AS/HD/RD/DO	July 2020	Time together to map out term – invite DO to lead on the Hero Day. HD time, through the Community COhension Team, to map out 'I am Crediton' themed assemblies.	Assemblies are mapped out across the year. There are representatives from different groups speaking to the children in assembly.
To ensure that all representatives are aware of the importance of understanding the need to promote beliefs carefully and sensitively.	HD	Autumn 2019	Code of Conduct for Faith Representatives established – HD time.	Range of faith representatives included in assemblies.

To network and find representatives who are happy to come into school and talk about their culture/cultural values.	DO and HD.	July 2020 and ongoing.	Time for DO to discuss with contacts.	Range of cultures represented in assembly.
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### **Describe the improvement needed**

It would be good for the school to recognise and promote what it is doing to support EAL families. It would be good to meet with different groups (EAL/SEND ....) to review how accessible the school is from their perspective. What could we do as a school in order to improve this for different groups accessing our school?

How do EAL parents access newsletters?

How do we effectively communicate to EAL parents the dangers of crossing opposite the school?

How do we ensure that key messages are promoted clearly?

How do we ensure that we schedule key events with appropriate translation to ensure that the process (e.g. parents evening) is effective for the family?

How do we measure the impact of our work?

### **Equality objective**

To improve how accessible school information is for EAL (and other protected groups) families including those families with SEND.

To seek views on how effective our current provision is and what we need to do in order to make it more effective.

### **Key strategies to address this**

Coffee Mornings for EAL Families.

Invitation given to families (with translation support) where a discussion can be heard on how well the family/children are kept informed about a range of issues to do with school life.

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
EAL coffee mornings are co-ordinated between EAL Co-ordinator and Bi-Lingual Support Worker. These are advertised effectively to ensure that families from all backgrounds are invited.	DO/Maggie/AS	Autumn 2020	Availability of a space. Advertising material. Time to communicate with families.	Families attend the events regularly. The number of attendees increase. Feedback from the events are positive.

<p>Workshops are arranged with families (invited) to get views on how well the EAL families/children are involved in school life (key things to discuss – how do parents know what children are learning/how well do school communicate/how do parents know what is coming up in school).</p> <p>Equality objectives from next year can come from these conversations.</p>	RD/AS/DO	Autumn 2020	<p>Invitations.</p> <p>Allocation of Space.</p> <p>Pens/post-its.</p> <p>Cost of translator.</p>	<p>Good attendance.</p> <p>Feedback and actions arising from the feedback.</p> <p>Parents feel that the documentation is more accessible for them.</p>
<p>School investigates how to make printed information (letters/newsletters/ parentmail more accessible for EAL families).</p>	AS/DO/KB	Autumn 2020	<p>Possible translation costs.</p> <p>Investigation into how schools get over this problem – possible visit to other schools to observe practice.</p>	<p>Key information (e.g. prospectus) is available in a multi-lingual format.</p>