

# Harehills Primary School

## School Accessibility: Policy and plan 2015-2019

Policy updated: November 2015

Co-ordinator responsible: (Headteacher, Deputy Headteacher and Inclusion Team Leader, incorporating the role of SENCo,

Review: November 2017, review annually



*Learn, Laugh and Love*

### Introduction

Disability is defined by the Disability Discrimination Act 1995 (DDA):

A person has a disability 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 carry out normal day to day activities.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

not to treat disabled pupils less favourably for a reason related to their disability

to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage

to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

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

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Below is a set of action plans showing how the school will address the priorities identified in the plan.

### The purpose and direction of the school's plan: vision and values

The aim of this policy is to set out the commitment of the Governing Body of Harehills Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively. Harehills Primary School provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice when meeting pupils Special Educational Needs, including a range of disabilities and makes its policy known to parents. Provision determined in Statements of Educational Need is made for those pupils who have them.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

The aims and values of our school are inclusive, they reflect and inform our ethos (see: Visual Ethos Statement) and are embedded in the life of the school community.

Harehills Primary School has high ambitions for all its pupils; we expect pupils with disability to participate and achieve in every aspect of school life. As such, we are committed to: setting suitable learning challenges responding to pupils diverse needs overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Harehills Primary promotes the individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

## **Context**

Harehills Primary School was built in 1989 and includes a two storey pre-fab annexe building. Access to the school building is varied (steps, ramps and level access) and most corridor and cloakroom areas are accessible. Internal stairs are located in the annexe and lead up to classrooms and the mentor base but a lift is located in the building allowing access to all areas.

There is one easy-access toilet, located in the annexe building. Classrooms are small and cannot easily accommodate additional physical resources to support a child with specific needs. As a result, we aim to meet individual pupils' needs on an individual basis.

As a school we have an excellent record with regard to making reasonable adjustments for such children.

Further, we have a long history of teaching pupils with a wide range of Special Educational Needs and, without exception; disabled pupils have been fully included in all aspects of school life. The progress of disabled pupils is vigorously tracked and comparisons are made between the achievement and attainment of these children compared with their peers. Where necessary, adaptations are made to the curriculum and equipment available to ensure full access. There is full access to all parts of the physical environment for pupils. Adaptations can be made to timings, playtimes, lunchtimes, school trips, after-school clubs etc to meet the needs of children with specific needs. Considerable emphasis is placed on the use of positive role models and images of disabled people within the school. 'P' level data for pupils with Educational Health Care Plans are submitted to the Local Authority (LA) annually so that comparisons with similar pupil groups can be made.

Every effort is made to ensure high level of attendance for all disabled pupils and where issues of illness are a particular feature of their disability the necessary adaptations to the school day are made.

## **Information from pupil data and school audit**

The Disability Discrimination Act definition (see: Introduction, above) is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy, asthma, arthritis and cancer. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'.

Like most schools, we have children of all backgrounds, needs and abilities.

## **Views of those consulted during the development of the plan**

Articles 12 and 13 UN Convention of the Rights of the Child:

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters effecting them.

At Harehills Primary, we fully acknowledge and respect this principle. As a result, the following plan has been written following consultation with pupils, staff and governors and takes into account their views and aspirations. Further, we collect information from Early Years settings, so that we are prepared for children when they arrive in school, and liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

## Action plan 2015-2019

The following pages contain our planned actions around three broad aims. Notes in italics are on-going actions, included here for information to parents / carers, and to act as prompts in the review process for staff and governors.

### Action plan 2015-2019

#### Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after-school clubs, leisure and cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Teachers at Harehills Primary plan and deliver outstanding lessons. Teachers' planning is highly differentiated to take account of the individual / group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations.

Each year school leaders develop action plans as part of the overall School Development Plan which address areas which can be improved even more; copies of these are available on request.

The Assistant Headteacher with a strategic lead for SEND together with the SENCo co-ordinates and facilitates training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and wider school context. The SENCo also coordinates advice given by outside agencies and ensures its full implementation.

Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Target	Actions	Timescales	Responsibility	Success Criteria
Ensure all monitoring and actions are scrutinised and challenged by Governing Body	To evaluate and review this plan and the attainment and progress of all pupils	Termly, with full review and update in Autumn term annually	Headteacher SENCo Governing Body, particularly SEN Governor and Standard & Pupil Support Committee	Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated and posted on school website
Identification of pupils who may need additional / different provision	Liaise with nursery providers to review potential intakes	Annual	EYFS teacher in the first instance	Necessary procedures / equipment / ideas in place by September
Increased skills and confidence of all staff in differentiating the curriculum	Be aware of staff training needs and assign CPD accordingly	On-going and as required	Headteacher SENCo	Lesson observations demonstrate improved skills and raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software to support Learning	Make sure software installed where needed	On-going and as required	SENCo	Wider use of SEN resources to support learning

Target	Actions	Timescales	Responsibility	Success Criteria
Compliance with the Equality Act 2010	Review all statutory policies to ensure that they reflect inclusive practice and procedure	On-going	Headteacher Governing Body	No policy conflicts with principles of equality of opportunities for all
Collaboration and sharing between school and families	Maintain close liaison with parents.	On-going	Headteacher Teachers Teaching Assistants	Clear, collaborative working approach
Collaboration between all key personnel	Maintain close liaison with outside agencies for pupils with on-going health needs eg children with severe asthma, epilepsy or mobility issues	On-going	Headteacher Teachers Teaching Assistants Outside agencies	Clear, collaborative working approach
Raise attainment and narrow any gaps in attainment that may exist	Monitor attainment of all pupils with SEN during pupil progress meetings and regular liaison with parents	Termly	Headteacher SENCo Teachers Parents	Progress made towards IEP targets Assessment shows clear steps and progress made
Raise attainment and narrow any gaps in attainment that may exist	Monitor attainment of all higher attaining / gifted and talented pupils during pupil progress meetings and regular liaison with parents	Termly	Headteacher SENCo Teachers Parents	Assessment shows clear steps and progress made, ultimately towards Level 3 at end of Key Stage 1 and Level 5 and 6 at end of Key Stage 2
Opportunities for children to see positive role models with disabilities	Visitors into school, particularly during themed weeks Continued purchase of materials which portray positive images of people with disabilities:	On-going	School Leaders Teachers	Resources are easily visible Planning shows consideration of possible visitors to school Positive attitudes towards those with disabilities and towards principles of inclusion
Raised awareness of disability issue, including harassment	Develop new curriculum, including whole-school themes around humans and PSHE, with this in mind	On going	Headteacher	
Raise attainment and narrow any gaps in attainment that may exist	Buy services of additional speech and language	On going	Headteacher SENCo	Assessment shows clear steps and progress made support staff report increased

confidence and skills in supporting pupils

## Action plan 2015-2019

### Aim 2: To improve access to the physical environment

Harehills Primary School requires improvement (Ofsted 2013)

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. Our self-review and improvement planning process is the vehicle for considering such needs on an annual basis. To meet individual, specific needs, provision will be adapted when a pupil's needs are known.

Building work in the past decade has ensured that the school is partially accessible. We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works.

Target	Actions	Timescales	Responsibility	Success Criteria
Ensure all monitoring and actions are scrutinised and challenged by Governing Body	To evaluate and review this plan and the attainment and progress of all pupils	Termly, with full review and update in Autumn term annually	Headteacher SENCo Sub-Committee	Governors fully informed about provision and progress Accessibility Policy and Plan. This is annually updated and posted on school website
Physical environment of school remains attractive and engaging for all	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings	On-going	Senior Leaders School Business Manager	Enabling needs to be met where possible
Visually stimulating environment for all children	Colourful, lively displays in classrooms, with greater focus on practical / kinaesthetic learning	On-going	Teachers Teaching Assistants	Monitoring shows all aspects are at least good, with few essential actions: learning environment walks physical environment checks
Awareness of access needs of pupils, staff, governors, parent / carers and visitors with disabilities	Create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors' and parents' access needs and meet as appropriate Through questions and discussions, find out the access	As required  Induction and on-going if Required  Admissions form for new parents / carers	Senior Leaders School Business Manager	Needs are met

	needs of parents / carers Consider access needs during recruitment process	Recruitment process		
Target	Actions	Timescales	Responsibility	Success Criteria
Pupils with medical needs are fully supported	Provide training in use of Epi-Pen (for all); administering medicines (for qualified first aiders)	Annual	Inclusion Team Leader School Business Manager	
Roads and paths around school are as safe as possible	Communication with parents via safety messages / letters / walk to school week Bikeability for Year 5 children	On-going	Senior Leaders School Business Manager Health and Safety Governor Site Manager	No accidents
Maintain accreditation of Enhanced Healthy Schools award	Continue to work towards agreed targets	On-going	Healthy Schools Leader	Achievement of award
All pupils with mobility issues can be safely evacuated	All personal emergency evacuation plans (PEEPs) are in place and up-to-date, and that staff (including new staff) are aware	On-going	Site Manager	In-place Successful fire drills
Layout of school allows access for all pupils to all areas: consider in relation to toilet refurbishment (see below)	Consider needs of disabled pupils, parents / carers or visitors when considering any redesign	As required	Headteacher School Business Manager	Work carried out meets criteria set out by any experts consulted
Ensure refurbishment of toilets comply with legislation and / or guidance	Following consultation with outside agencies / experts school leaders during decision making regarding contracting and spec of refurbishment	On-going	SchoolBusiness Manager Headteacher	Work carried out meets criteria set out by any experts consulted
All with mobility issues can be safely evacuated	Update the Fire Management Policy to ensure adequate strategy for assisting pupils / visitors and staff who have disabilities to evacuate	Annually	School Site Manager	In-place Successful fire drills
Pupils with medical needs are fully supported	Review Managing Medicines Policy	Annually	School Business Manager Inclusion Team Leader	Reviewed policy is approved and in place

			Headteacher	
All educational visits to be accessible to all	Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness Consider costs of coach with easier access	As required	Educational Visits Coordinator Headteacher	EVOLVE form and risk assessments all completed All pupils in school able to access all educational visits and take part in a range of activities
Informed decisions are made with regard accessibility	Health and safety audits are carried out with additional consideration of accessibility	Annually	School Business Manager Health and Safety Governor Health and Safety Union Rep	Audits begin to inform future Accessibility Policy and Plans
Informed decisions and challenge are made with regard accessibility	Governing body list awareness of accessibility / Disability Discrimination Act 1995 (DDA) and health and safety as desired characteristics for new governors	Annually	Headteacher Chair of Governors	Resources sub-committee begins to challenge and support around disability

## Action plan 2015 -2019

### Aim 3: To improve communication between school and pupils, parents / carers

We share information with pupils who face barriers to learning in a variety of ways, such as face to face discussion; simplified and modified language; symbols on work; pre-printed / pictorial explanation of work.

We want to include actions to engage even more of our parents / carers. Currently, we share information with parents / carers in ways including letters and newsletters, website, blogs.

In planning to make written information better available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need.

Target	Actions	Timescales	Responsibility	Success Criteria
Ensure all monitoring and actions are scrutinised and challenged by Governing Body	To evaluate and review this plan and the attainment and progress of all pupils	Termly, with full review and update in Autumn term annually	Headteacher SENCo Sub Committee	Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated and posted on school website
All pupils feel confident to fully disclose information with regard to their disabilities	Ensure that all pupils, staff and parents are assured of confidentiality when disclosing information and know disclosures will be handled sensitively – do so via circle	Ongoing	Headteacher Inclusion Team Leader	Positive feedback from pupils Lesson observations New curriculum in place Long term planning and topic

	times, assemblies; in addition: within new curriculum (eg whole school themed weeks)			plans
<b>Target</b>	<b>Actions</b>	<b>Timescales</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Pupils:</b> All pupils (and staff) are fully aware of the definition of disability and examples	Develop new curriculum, including whole-school themes around humans and PSHE, with this in mind	Ongoing	Headteacher PSHE Lead	Pupil interviews New curriculum in place Long term planning and topic plans
<b>Pupils:</b> annual reviews of children with SEN are as accessible as possible	Review how child-friendly Individual Education Plans are	Ongoing	SENCo	Revised processes in place Positive user feedback
<b>Parents:</b> engage more parents / carers in school life	Trial: open morning where parents / carers can observe teaching and learning in two classes	Ongoing	Senior Leaders	
<b>Parents:</b> improve accessibility of communications in forms other than written	Trial: Governors drop- in and parent drop-in to act as informal chance to raise issues / ask questions to staff	Ongoing	Deputy Headteacher Learning Mentor Teaching Assistant who can communicate newsletters and key events / issues in other languages	At least 10% attendance
<b>Parents:</b> engage more parents / carers in school life improve accessibility of communications in forms other than written	Trial: introduce a slot each week for parents / carers to access the internet, with particular encouragement to read school website (EYFS/KS1)	Ongoing	Inclusion Team Leader	At least 5% attendance
<b>Parents:</b> gather information about new parents and accessibility needs	Amend admissions form to include question about accessibility needs of parents / carers	Ongoing	Headteacher School Business Manager Integrated Services Manager	Completed forms
<b>Both:</b>	Seek confirmation that school	Ongoing	Headteacher	Written confirmation



website is reviewed	Comparison of school websites and benchmarking exercise of website development	Annually	Headteacher IT Manager	
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