



Hawksmoor School Accessibility Plan

SECTION ONE

Flying High at Hawksmoor

As a Foundation School we espouse the principles of self-determination and opportunity within a caring and morally responsible school community. Within these broad aims we will endeavour to:-

- 1. Value all pupils and seek to develop each child's abilities and aptitudes to the full.*
- 2. Provide a quality education to all irrespective of belief, ethnicity, gender or disability.*
- 3. Educate the whole child by addressing intellectual, moral, emotional, social and physical development.*
- 4. Seek to encourage an understanding of the diversity of culture and belief within the school.*
- 5. Teach children a sense of both rights and duties as members of their community.*
- 6. Value and encourage partnership with parents.*
- 7. Seek to provide all children with educational and recreational activities outside the curriculum – and particularly securing our tradition for music.*
- 8. To foster links within the community, working with local groups to establish positive and mutually beneficial relationships.*

Under the Equality Act 2010 (replacing the Disability Discrimination Act) schools must have an Accessibility Plan, the impact monitored by the headteacher (or senior manager with delegated responsibility) and evaluated by Governors (Business sub-committee) via termly health and safety and SEN reports, and reviewed every 3 years

Schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. **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.

The Accessibility Plan contains relevant and timely actions to:-

Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 schools visits
- provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improving and maintaining access to the physical environment of the school, adding specialist facilities as necessary, and physical aids to access education - within a reasonable timeframe;
- improving the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe
- raising awareness of the Equality Act 2010 by training staff and governors on equality issues.

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

- Behaviour Management Policy
- Curriculum Policies
- Health & Safety Policy
- School development Plan
- Special Educational Needs and Disability Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to a recent Access Audit of the School. It is not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. We will work closely within our partner school and the local authority to ensure consistency.

Approved _____

Date _____

SECTION TWO:	AIMS AND OBJECTIVES
<p>Our aims are to:</p> <ul style="list-style-type: none"> • 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 	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • All educational visits and out of school activities e.g. clubs are audited for access for all • Use of symbols for children who lack communication skills • To continue to ensure classroom staff have necessary training for working with the needs in their class • Additional adults to support those accessing the curriculum • Music Nurture group, Counselling, CAMHS , SALT and Social Communication Project. 	<p>To ensure effective differentiation throughout the school day for children with SEND needs</p> <p>To ensure that the pupil voice is taken into account within school</p>	<ul style="list-style-type: none"> • Effective transition plans in place between different settings, key stages and year groups • Regular monitoring and feedback • Senco support for teachers and support staff • Ensure children have resources that support individual needs • Pupil and parent voice 	Inclusion Manager (all staff advised by outside agencies)	All actions are ongoing throughout the school year, when needed and on transition to new classes.

	<ul style="list-style-type: none"> To make sensory and therapy rooms available to those who need it All staff briefed and trained to respond to children with medical needs 		<ul style="list-style-type: none"> Progress /Narrowing the Gap meetings Support with planning from SLT Following advice and support from Outside Agencies e.g. SALT Monitoring and feedback focused on children with SEN Pupil voice 		
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> Majority of doorways and corridors wide enough for wheelchairs Disabled parking space Entrance to playground at ground level Ramp at office entrance, nursery, main hall and mobile classrooms Disabled toilets with Alarms in new portable classrooms Nappy changing facilities/shower room Emergency Evacuation plan Fire alarms at accessible height Window panels in doors Padded posts in playground Non-slip surface on ramps Adult supervision and support Individual work stations Additional risk assessments for Forest School, school trips and school journey 	<p>To allocate classrooms according to individual pupil's physical needs</p> <p>Lighting in school to be considerate to those who are visually impaired</p> <p>Signage to be written in Braille where appropriate</p>	<ul style="list-style-type: none"> Provide additional ramp access to classrooms where possible including the use of portable ramps Lighting is gradually being changed throughout the school including the planned introduction of LED lighting Track pupils/parents with sight, hearing and physical impairments 	Premises Manager Inclusion Manager	Review classroom provision when planning classes for September/transition
Improve the delivery of written information to pupils	<ul style="list-style-type: none"> Use of Parent mail to send letters out through email Use of text communication with parents Use of school website to share information with parents Child friendly Pupil Profiles shared and developed with parents 	<p>Ensure all staff are aware of the range of accessible formats we provide</p> <p>Assist disabled parents in meetings e.g. engage a signer if they are deaf.</p> <p>Ensure parent questionnaires are accessible</p>	<p>Identify parents in need of Braille format and convert or record relevant documents if required (case by case basis), recognising that most have access to computer software that will read documents to them.</p>	Inclusion Manager Business Manager	All actions are ongoing throughout the school year.

SECTION THREE:	ACCESS AUDIT Paul Cowcher, Premises Manager Nicola Rowe, Inclusion Manager 5.2.16
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FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE
Corridor access	Corridors are clear of obstructions	Remind staff of minimum 1 metre needed for access	Inclusion Manager Premises Manager, HOS	February 2016
Parking Bays	Disabled parking bay and visitor space available	N/A	Premises Manager	
Entrances	Most individual classroom entrances are single doors but there are double door entrances spaced throughout the school.	Investigate the addition of more double doors within the current renewal of double glazing throughout the school.	Premises Manager	Spring/Summer 2016
Ramps	Ramp access into the office, nursery, main hall and mobile classrooms	Research costing for a mobile ramp for classrooms where possible	Premises Manager	Premises Manager Inclusion Manager February 2016
Toilets	Disabled toilets clean and alarms in working order in the 3 new mobile classrooms	There is currently no disabled toilet within the main building so we need to investigate the possibility of adapting the toilet within the shower room with handrails etc. if required	Premises Manager	Spring 2016
Reception areas	Clear for wheelchair access	None	Premises Manager Office Staff	
Signage	Signs are clear and clean. In correct positions with no damage.		Premises Manager	
Emergency escape routes	All paper work up to date Fire escapes routes clear Practice log up to date	None	Premises Manager	Termly