

Hamilton Primary School



HAMILTON
PRIMARY SCHOOL

Accessibility Plan

Date : September 2018

Review Date : September 2021

HAMILTON PRIMARY SCHOOL

ACCESSIBILITY PLAN

1. INTRODUCTION

Hamilton Primary School is a diverse and inclusive community that focuses on the wellbeing and progress of every pupil and where members of our community are of equal worth. We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that all pupils 'achieve their very best'.

Hamilton is a centre of excellence in learning, where all pupils, including those with disabilities, are supported and challenged to fulfil high ambitions.

The school's SEND policy, SEN Information Report and Local Offer play a substantial role in guiding the school's developing provision for pupils with special educational needs and disabilities.

2. CONTEXT

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled pupils can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled pupils, so information is as available as it is for pupils who are not disabled.

3. AIM OF PLAN

All pupils will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Pupils will demonstrate the empathy and confidence to work with others to achieve a better future.

4. OBJECTIVES

The objectives of this plan are:

- To ensure all disabled pupils are fully involved in school life and are making good progress.
- To identify barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled pupils and their parents/carers to create appropriate provision, including EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled pupils.

- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils.

5. DEFINITIONS

Definition of Disability (Equality Act 2010): “A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day- to-day activities.”

Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include pupils with medical needs.

6. THE ACCESSIBILITY PLAN

This plan summarises our development priorities in the three areas specified by the Disability Act (see introduction above). The school is also committed to making reasonable adjustments for individual pupils to ensure all pupils can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

TO INCREASE THE EXTENT TO WHICH DISABLED pupils CAN PARTICIPATE IN THE SCHOOL'S CURRICULUM

pupils with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the family and outside agencies about proposed flexible arrangements.

The school curriculum is regularly reviewed to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

Our Special Educational Needs and Disability Policy, Local Offer and SEND Information Report outline the provision the school has in place to support pupils with special educational needs and disabilities (SEND). This includes:

- a. Identification of SEND at an early stage through close liaison with outside agencies, monitoring progress in school and internal assessments.
- b. Keeping staff fully informed of the special educational needs/disability of any pupil in their charge, including sharing progress reports, medical reports and pupil/parent feedback.

- c. Listening to pupil and parent/carer views and considering them in all aspects of school life.
- d. Training opportunities and appropriate teaching and learning strategies, where appropriate, for staff working with pupils with additional needs.
- e. Specific specialist intervention to build skills where appropriate (particularly for literacy and numeracy) in small groups and/or adapted timetables.
- f. Multi-agency support coordinated by the school's SENCo.
- g. Specialist advice from other professionals (e.g. speech and language therapist, school nurse, occupational therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- h. Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
- i. Close, but flexible, partnership working with local Secondary Schools to support transition needs for vulnerable pupils moving from Year 6 to Year 7.

TO IMPROVE THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO ENSURE DISABLED pupilS ARE ABLE TO TAKE ADVANTAGE OF EDUCATION AND OTHER BENEFITS, FACILITIES OR SERVICES PROVIDED OR OFFERED BY THE SCHOOL

The school environment already incorporates many features to ensure accessibility to pupils with disabilities. These include:

- a. A lift giving access to the first floor.
- b. A ramp at the front of the school allows independent access into the building. Ramps inside the building allow access throughout the ground floor.
- c. One disabled toilet on the ground floor.
- d. Customised furniture and/or equipment is available, for example specialised technology to support a child who is visually impaired on loan from the Specialist Teacher Team.
- e. Yellow lines painted on the floor inside the building to indicate the level will change (slope).

In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual pupils' needs are met. Similar attention is given to how pupils' needs can be met on school journeys and visits.

The school will review this Accessibility Plan every three years, or when needs arise for specific pupils joining the school, or as their specific needs change.

The Health and Safety Committee, as part of their regular Safeguarding and Health and Safety tours of the school, review the premises and can input into this plan if needed.

TO IMPROVE THE DELIVERY OF INFORMATION TO DISABLED pupilS. SO INFORMATION IS AS AVAILABLE AS IT IS FOR pupilS WHO ARE NOT DISABLED

Teachers and LSAs consider the needs of each SEND pupil and provide accessible learning resources for them. The increasing use of Interactive Whiteboards/Touchscreens and other digital technologies have diversified the ways in which information is presented to all pupils.

In addition, the school makes the following available as appropriate:

- a. Differentiated resources with particular attention to reading age, plain English, images and layout.
- b. Laptops and other digital technologies such as iPads and voice activated software for use in lessons.
- c. Coloured overlays for text.
- d. Tactile/sensory resources.
- e. Readers and/or scribes in lessons, where appropriate
- f. Additional time where appropriate in exam situations

7. RESPONSIBILITIES

- All staff are responsible for identifying and removing barriers to learning for disabled pupils.
- All leaders are responsible for improving accessibility within their subject championship area.
- The Senior Leadership Team are responsible for ensuring the resourcing, implementation and updating of this plan.
- The SENCO is responsible for ensuring that all current pupils' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled pupils' needs.