

Horsenden Primary School



Accessibility Plan

Member of staff who produced the policy	Helen Harrison, Louise Pearson & Julie Yates
Date the policy was written	November 2017
The Full Governing Board has responsibility for the oversight of this Accessibility Plan	
Date the policy was last approved by the Full Governing Board	4 December 2017
School review date (annually)	December 2018

Horsenden Primary School and Children's Centre Accessibility Plan

The purpose of this plan is to identify areas where accessibility can be improved and to make plans to implement the improvements.

The main school building, presently housing Years 3 – 6 and Nursery and Reception children (Foundation Stage 1 and 2 children) was opened in 2002, the Children's Centre, located on site in a separate building, was opened in 2009 and Year 1 and Year 2 children moved into another building, also located onsite in a different building, in September 2015 (although some children started in the building slightly earlier). At the time of opening all buildings, the construction and facilities management companies assured the LA and the school that the facilities/buildings fully complied with whatever the current Disability Discrimination Act (DDA) regulations were for the buildings.

Training for appropriate staff in meeting the needs of pupils with disabilities is a regular part of our annual training/development programme. Good practices with issues relating to the disability of staff, parents and pupils are addressed, as and when the need has arisen. For example, PEEPS (Personal Emergency Evacuation Plans) are in place, if needed.

The Head and SEND Leader is responsible for the needs of pupils and she liaises with others, including those responsible for children with special needs in the Foundation Stages/Key Stage 1 and 2 and the Key Stage 2 pupils. The School Business Manager carries out risk assessments which relate to the personal needs of members of staff. Local Authority (LA) advice is sought, as appropriate.

This Policy should be read in conjunction with the Single Equality Policy, November 2017.

<u>Possible disability equality issue</u>	<u>Situation at present</u>	<u>Action/ Objective</u>	<u>Time-scale</u>	<u>People involved</u>	<u>Monitoring</u>
Building and Environment	The buildings continue to comply with DDA regulations Evidence- Audit Assistance Survey, Fire Risk Assessment, Risk Assessments, Health and Safety walks	Maintain safety of all buildings.	Ongoing	All staff reporting repairs and issues; there are clear procedures for this...which work!	Liz Walton (Headteacher), Louise Pearson (School Business Manager) and Caretakers as well as members of the Senior Management Team (SMT)
Curriculum	We endeavour to avoid choosing texts or presenting scenarios which discriminate, condone or portray stereotypes. We challenge stereotypes across the curriculum and encourage pupils to be open minded in their attitudes to disability specific portrayals. Evidence – PSHE, literacy, assemblies etc.	Ensure that all children are given access through intervention by both school staff and outside agencies. Ensure that reasonable adjustments are made for pupils who present challenging behaviour e.g. personalised learning, adjusted groupings and buddies	Ongoing with annual review	Teachers and TAs Input from outside agencies e.g. Speech And Language Teachers (SALT), Occupational Therapy (OT), Educational Psychologists (EP), Physiotherapists and any other relevant professional.	Headteacher (HT) SEND Lead Julie Yates
Achievement of pupils	Continue to promote raising attainment and progress in all year groups and for all groups of pupils Evidence – Pupil Progress Meetings, Provision maps	Continue to use gap analysis and other assessments to inform planning. Continue to provide additional support/ intervention and monitor progress.	Ongoing	Teachers, Assessment Lead and Teaching Assistants (TAs)	Pupil progress meetings / HT / Deputy Headteachers (DHTs) / Assessment Lead

Sports	We promote inclusion. All pupils are given an equal opportunity to participate in sports. We offer differentiated levels of activities and support if appropriate. Evidence – use of sports premium, PE letters, Sports Day organisation	Continue to offer sports to all pupils. Continue to monitor attendance.	Ongoing	Teachers and TAs, PE co-ordinator, L Metcalf Club administrator as part of her administrative role, DH teacher/timetabling/Pupil Premium and HT - Inclusion	List of pupil participants
After school and lunchtime clubs	We promote inclusion. All pupils are given an equal opportunity to participate in after school clubs, subject to a risk assessment to assess that the child is able to behave appropriately. (NB. As after school clubs are an optional extra, we would not routinely provide additional support) Evidence - registers	Continue to offer after school clubs to all pupils. Continue to monitor attendance.	Ongoing	Teachers and TAs	HT, SEND Lead and L Metcalf and both DHTs
Staffing - Recruitment	All positions advertised are open to any applicant. Applications are judged strictly on merits according to the Ealing Council recruitment guidance. Candidate's applications and their interviews are scored against relevant criteria. HR advice and participation in selection and appointment.	Ensure that all applications are judged on merit.	Ongoing	Governors / HT	Governors / HT
Staffing - Pay	All employees are paid in	Ensure that all staff are	Ongoing	HT/ School Business Manager	Governors

	line with nationally agreed or recommended pay scales and this is always set out for members of staff as well as having a consultation period for comments to be made. (All policy documents connected to this process are sent to the relevant unions.) Evidence – Pay Policy, Appraisal Policy	paid on the correct scale.		(SBM)/DHTs	
Use of supply staff	We use agencies which supply suitably qualified teachers and TAs. Any choice is based on the teacher or TA relationships with pupils, ability to follow school policies and teaching ability/skills suitable for the position Evidence – signed induction	Ensure appropriate supply cover is obtained which promotes continuity and progression in pupil learning. All supply agency staff have an induction on first visit to the school.	Ongoing	HT / DHT responsible for cover/timetabling/Administrative team	DHT/HT monitor performance and discover from members of staff re: suitability
Students including work experience	Placements are encouraged for all students/ trainees. Evidence – volunteer file, student file	Ensure that all students receive appropriate support and that trainees promote continuity and progression in pupil learning and induction.	Ongoing	HT – Inclusion/Both DHTs and Administrative Team	HT – Inclusion/Both DHTs/Chris O'Connor – the administrator who keeps the records of those wanting placements
Governors	All positions are open to whomever is allowed to apply. If we have more	Ensure appropriate skill balance across the governing board.	Ongoing	HT / Chair of Governors/Clerk	Governor annual self evaluation and development.

	<p>governors than places then the needs of the school will be paramount and suitability interviews will be arranged/elections occur (eg for parent governors)</p> <p>Succession planning is kept under regular review.</p> <p>Evidence – Clerk’s paperwork re: elections etc.</p>				
Policies	<p>School policies are regularly reviewed. We adopt LA policies and procedures related to employment, if appropriate.</p> <p>Evidence – Policy documentation, website.</p>	<p>Ensure that all policies are considered and meet any statutory duty or guidance. Prepare a written timetable to review policies on rolling programme taking account of DfE guidance regarding review cycles. This school prefers to review annually so that the policy always matches what is actually happening at school operational level.</p>	Ongoing	Governors / HT / DHTs / SBM/ and Clerk to the Governing Body	Governor policy reviews
Contact with parents	<p>The building is fully accessible for parents and easy access rooms can be used for meetings, as needed.</p> <p>Evidence – Car park spaces, lifts, accessible toilets are DDA Compliant.</p>	<p>Continue to strive to involve both parents in every pupil’s education. Extend our use of community languages to meet the needs of our changing community – translation services can be provided/the computer</p>	Ongoing	HT Inclusion/DHTs / Administrative Team / Medical Team/Teachers	File of letters in file/ on system and on website HT / DHT

	<p>Newsletters are given out regularly and the Welcome Page is updated weekly, as well as all areas of the website.</p> <p>Evidence – Parentmail, texts</p>	<p>program EMAS can be used/TAs and those able to translate know that they will be called upon to translate/speak on the phone etc. We have a number of parents (16 languages 2016/17) who will translate for us.</p> <p>Continue to develop the school website to provide alternative means of access to school information (other than the letters/contact by telephone/Newsletters)</p>	Ongoing		
Uniform	<p>Our uniform policy promotes inclusion of all groups.</p> <p>Evidence – Reception and new pupil information</p>	<p>Review uniform policy to ensure it meets the needs of the boys and girls on roll.</p>	<p>Annually when brochure is updated</p>	<p>HT /DHTs/Senior Management Team members(SMT)/Administrative Team, specifically Michelle Vowles</p> <p>School Council</p>	<p>Governors</p>
Bullying	<p>We challenge any pupil who espouses the view that people with disabilities are inferior in any way. This is challenged as part of our anti bullying policy and all our behavioural expectations. Pupils are taught about the importance of respecting other people and how to relate positively with people</p>	<p>Monitor behaviour records and adapt PSHE curriculum and assembly content, if necessary, to challenge disability discrimination and teach ways of demonstrating equality.</p>	<p>Termly</p>	<p>HT / DHTs, everyone, including volunteers</p>	<p>HT / DHTs</p>

	of all backgrounds. Evidence – Assemblies, PSHE, HORSE Code, Behaviour booklets.				
CPD	Continue awareness training including disability awareness. Evidence – training logs		Ongoing	HT/ DHT	Governors
Supporting children with medical conditions	We have a number of children with differing medical needs. Where appropriate, individual health and care plans are devised which consider the needs of the individual pupil. These plans consider the most appropriate support for the pupil so that they remain included in school life.	Continue to write individual plans, when appropriate	Ongoing	Pupil administrator, SEND lead, Medical team, HT/DHT, parents, pupils	Medical team/SEND

School: Horsenden Primary School – Disability Equality Scheme

Discussed at SMT meetings with input from Julie Yates (SEND Leader) and discussed at Accessibility meeting on 22/11/17

Action Plan: 2017 to 2019

Priority (i.e. what you are hoping to achieve)	Action Required (including necessary resources)	Success Criteria	Timescale (i.e. when the outcome will be achieved)	Responsible Person(s)
Y6 children who need adaptations to access Y6 SATs	Extra time for 2/3 pupils with dyslexia Scribe for 1 pupil	Adaptations are put in place and compliant with Access Arrangements 2018	May 2018	Deputy Head
Look at playgrounds for pupils with additional needs	Audit accessibility for individual pupils with SEND	Quiet zones identified or alternative arrangements made	Summer term	Deputy Head SEND lead School Business Manager

Review date: _____

Designated member of staff: _____