



Hunnyhill Primary School

Date of Review	28 th September 2020
Next Review Due	1 st October 2021
Changes from previous	
Staff Responsibility	SENCO
Responsibility FGB/Committee	FGB
Signed by Chair of Governors	<i>P Stevens</i>

Accessibility Plan 2020 - 2021

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act 1995.

At Hunnyhill Primary School we are committed to working together to provide a learning environment where all children have every opportunity to achieve the highest of standards. We promote the individuality of all our children irrespective of gender, ethnicity, faith, belief, age, disability, attainment or background.

Hunnyhill Primary School aims to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Hunnyhill Primary School strives to be an inclusive school.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.

Priorities of the Accessibility Plan

The Accessibility Plan ensures that:

- The school utilises the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of pupils with a disability.
- There is appropriate deployment and training of teaching assistants.
- Disabled pupils have access to extra-curricular activities

As a local provider of education we want to ensure that we are providing the best possible access to learning at Hunnyhill Primary School. To ensure that we achieve this we undertake a self-assessment on an annual basis. We look at how inclusive we are by identifying how we are performing against each of the twelve areas below and rank them according to achievement and progress. We then discuss our initial findings with staff, governors and the school council. Areas that are identified as red or amber are priority areas for action and are progressed by using an action plan which is monitored by governors and the senior leadership team and can be found as an appendix to the policy. However, we are not complacent, areas that are identified as either green or super green are also monitored to ensure that we maintain or improve those levels.

Achievements are highlighted as follows:

Red	Amber	Green	Super Green
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Self-assessment – how inclusive is your school?

	Red	Amber	Green	Super Green
Inclusion/ Exclusion	Disabled young people are actively or passively excluded e.g. parents being told that the activity is not suitable	Disabled young people are included, but actively not adapted to optimise involvement Needs of disabled young people not adequately considered or planned for	Disabled young people are included and activity adapted, when required, to optimise involvement Needs of disabled young people considered and planned for	Proactive approach to including disabled young people by all staff. Effective inclusion plans in place and in regular use by all staff.
Policies and procedures	No recognition of inclusion in policies or procedures	Recognition of inclusion policies in place but no evidence of implementation	All staff aware of and implement inclusion is in all policies Staff contribute to reviewing and updating inclusion policies	All staff aware of and actively implement inclusion is in all policies. Staff, parents and disabled young people contribute to reviewing and updating inclusion policies.
Safeguarding	Safeguarding or child protection policies not in place or up to date Staff unaware of procedures or protocols CRB checks not done for any or many staff	Safeguarding and child protection policies in place, but not universally adhered to Inconsistent staff awareness of procedures and protocols CRB check are completed for some staff	Safeguarding and child protection policies in place, adhered to and regularly updated Staff aware of procedures and protocols CRB checks are completed for all staff Management mindful of safer recruiting legislation School committed to keeping young people safe	Safeguarding and child protection policies in place, actively adhered to and regularly updated. Staff aware and adhere to procedures and protocols. CRB checks are completed for all staff and are regularly updated. All staff mindful of safer recruiting legislation. School and all staff are committed to keeping young people safe.
Risk management	No recognition of inclusion aspects in risk assessment	Staff consider ways to work with disabled young people with specific individual needs on arrival and manage risks accordingly	Prior to arrival risk assessments are discussed with the disabled young people and their parent(s)/guardians and are managed accordingly.	Dynamic individual risk assessments are done for high risk users prior to arrival. Standard risk assessments include specifics of working with people both with physical and learning difficulties. Strategies are recorded for managing groups with challenging behaviour.

Wheelchair accessibility	No access to building or surrounding/outside areas for wheelchair users. No accessible toilets available	Limited access to building or surrounding/outside areas for wheelchair users. Room layouts restrict manoeuvrability. Accessible toilet available. Some doors can be opened independently by wheelchair users. Hunnyhill Primary has ground floor and first floor classrooms – (EYFS & KS1 on the ground floor and KS2 on the first floor). In the event of a pupil requiring wheelchair access, classrooms would need re-organised e.g. KS2 moved to the ground floor.	Good access to building or surrounding/outside areas for wheelchair users. Room layout provide reasonable to good manoeuvrability. Accessible toilets are available. Most doors can be opened independently by wheelchair users.	All areas are fully accessible for wheelchair users Room layouts provide excellent manoeuvrability Accessible toilets with changing tables and hoists are available All doors can be opened independently by wheelchair users
General accessibility	Environment not suitable for physical and sensory difficulties (e.g. no ramps, signage, induction loops)	Some disabled young people's specific physical and sensory needs are met	Most disabled young people's specific physical and sensory needs are met. Visual and aural support available.	All disabled young people's specific physical and sensory needs are met Sound absorbing resources, visual and aural support available Raised letter signage/Braille throughout facilities Fully functional hearing systems in place where appropriate
Promotion	No positive images of disabled people or other groups within school promotional materials. No mention of site/activity accessibility within promotional materials.	Limited images of disabled people within in promotional materials. Limited site/activity accessibility information is included within promotional materials. Promotional material only available in standard paper format	Some positive images of disabled people within promotional materials. Site/activity accessibility information is included within promotional materials. Promotional materials available in other formats if requested in advance. Concessions available (e.g. Carers go Free Policy).	Many positive images of disabled people within promotional materials. Site/activity accessibility information easy to find in promotional materials. Promotional materials are presented in an accessible, easy to understand way. Promotional materials readily available in other formats Concessions actively promoted (e.g. Carers go free policy).

Community partnership working	No work with outside agencies (e.g. schools and support workers)	Infrequent working with outside agencies; only when requested by customer or agency	Regularly working with outside agencies to support staff and develop their skills as and when required	Regularly working with many outside agencies to support staff and develop their skills in a proactive manner. Empowers staff to share their skills and knowledge with others. Signpost parents to outside agencies.
Participation	School does not seek or take account of feedback from disabled young people or parents Feedback that is provided has no influence on practice or policy School does not liaise with disable young people or parents	School takes feedback from disabled and of other groups of young people when it is offered There is no organised process for collection of feedback Feedback is used to influence selected elements of practice Some communication (formal and informal) with disabled young people and parents to identify individual needs	School encourages disabled young people and parents to provide feedback and consult on all aspects of provision. There is an organised process for consultation. Feedback is used frequently to adapt practice and policy as required. Regular communication with disabled young people and parents to share information and to jointly plan for the needs of the young person (methods include both formal and informal conversations).	Disabled young people and parents are involved in all aspects of the design, assessments and evaluation of practice, delivery and policy Feedback is sought via a wide range of creative and inclusive consultation and is published in all appropriate methods Feedback is constantly used to adapt practice and policy Pro-actively involving disabled young people and parents through regular communication (e.g. home visits and support groups)
Staff training/ approachability	Staff receive no disability awareness training.	Some staff receive disability awareness training. Staff generally display a positive attitude towards inclusion.	All staff receive disability awareness training. Staff are friendly and approachable and work towards finding positive solutions for everyone to ensure involvement.	Specific training offered to staff which includes condition specific training to meet the individual needs of the people attending. Staff are friendly and approachable and work towards finding positive solutions before issues arise. All staff are regularly trained and certificates are kept up to date. All teaching staff trained in MAYBO.

Communication / visual support	No evidence of visual support available (e.g. picture cues, Makaton, use of props).	Inconsistent use of visual support, used only as a resource for individual young people. Staff have limited awareness of alternative communication systems available. All staff received Visuals for Learning training in January 2020. EYFS staff have received Total Communication Training – July 2020. EYFS staff received Makaton training – July 2020.	Consistently, clearly labelled and well-presented use of visual support. Makaton available and used during sessions. Staff have good knowledge of alternative communication systems available.	Range of visual support in place (variety of visual aids resources available and used). Evidence of signing environment. Staff have excellent knowledge of alternative communication systems available. Environment adapted to suit child's needs e.g. low distraction areas.
Autism Awareness	No awareness or understanding of young people with autistic spectrum disorder (ASD).	Staff have some awareness of ASD.	Some staff have received ASD awareness training. Staff use a variety of approaches to meet the needs of young people with ASD. Consideration given prior to sessions on how to reduce potential anxiety of young people with ASD when running activities.	All staff have received ASD awareness training. Activities delivered in a way that considers different users specific needs. Consideration and implementation of inclusion methods specific to young people with ASD (provided by parents prior to sessions), on how to reduce potential anxiety of individuals.

Action Plan 2020-2021

Area	Issue	Action	Outcome	Lead	Date
Communication / visual support	<p>A high percentage of children with significant language and communication needs are entering EYFS 2020-2021.</p> <p>A total communication approach is required, such as signing (Makaton), use of PECS and visual supports.</p>	<ul style="list-style-type: none"> • EYFS staff have received Total Communication Training, including the use of PECS and Objects of Reference (July 2020) • Use of high tech communication systems to be trialled. (Tablets) • EYFS staff received Makaton training (July 2020) • Widgit Online has been used to create consistent visuals in EYFS. • Now / Next visuals and Visual Timetables are used consistently to communicate with children in EYFS. • Staff carry visuals on lanyards. • Introduction of Choice Boards / Chat Boards in EYFS. 	<p>EYFS will feel confident in using alternative communication strategies.</p> <p>Children in EYFS will be well supported by alternative communication systems.</p> <p>Evidence of progress for children with significant language and communication needs.</p>	SENCO & Early Years Lead	Dec 2020
	<p>Visual supports to be used consistently in each class to support understanding and use of language.</p> <p>Pupils to be consistently supported by visual checklists, task plans, word maps etc. in each class across the school.</p>	<ul style="list-style-type: none"> • All staff received Visuals for Learning training (January 2020) • Audit of need – which visual supports would staff like to improve their knowledge of? E.g. Colourful Semantics, word maps etc. • Staff to request specific support if required. 	<p>Teachers across the school will be confident in using visual strategies to support all learners; particularly those with a special educational need.</p> <p>Children will be well supported in class and will make progress from their starting points.</p>	SENCO / Schools Speech and Language Therapist – Jenny Dewing	July 2020

Glossary of Terms

▪ ASD	Autistic Spectrum Disorder
▪ HI	Hearing Impaired
▪ Makaton	Language programme using signs and symbols to help people communicate
▪ BSL	British Sign Language
▪ SENCO	Special Educational Needs Coordinator