

# Hanwell Fields Community School - Accessibility Policy

Approved by Governors May 2015

Review May 2018

**Roles and Responsibilities** in relation to this policy are as follows:

Assistant SENCo: **Corrine Sherrington**

SENCO: **Emily Gulliver**

Head Teacher: **Harry Wall**

SEN Governor: **Karen Nolan**

## Statement

At Hanwell Fields Community School (HFCS), we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

## Aims

- To increase the extent to which disabled pupils can participate in the curriculum.
  - To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
  - To improve the availability of accessible written information.
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1. The HFCS Accessibility Plan has been drawn based upon information supplied in conjunction with parents, staff, governors of the school and will advise other school documents.
  2. The Accessibility plan will be reviewed annually in respect of progress and outcomes and provide a projected plan for the three years period ahead of the next review date.
  3. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school's website.

4. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
5. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
6. The HFCS Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
7. The Accessibility Action Plan will contain relevant and timely actions to:
  - a) Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are 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 school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  - b) Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
  - c) Improve the delivery of 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 preferred formats within a reasonable timeframe.
8. Whole school training will recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.
9. The Accessibility Action Plan should be read in conjunction with the following school policies, strategies and documents:

*Teaching and Learning Policy, SEND report, Curriculum Policy, Equality Objectives, Disability Equality Scheme, Health and Safety Policy, Behaviour Policy, Vision Statement*

10. It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.
11. An accessibility audit will be complete by the school to the end of each period covering this plan, in order to inform the development of a new accessibility Plan for the on-going period.
12. Equality Impact assessments will be undertaken as and when school policies are reviewed. *The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010*
13. The Accessibility Plan will be published on the schools website. The Accessibility Plan will be monitored through the Governor Finance Committee.

## Appendix I - Accessibility Plan – HFCS – May 2015

### 1) Education and related activities

- a) The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers and appropriate health professionals from the local NHS trusts.
- b) The school's SENCO, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum, and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.
- c) Staff will be provided with appropriate training to enable them to devise a curriculum, which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.
- d) Physical environment - the school design is suited to providing wheelchair access as all learning environments are on one level with no internal steps. Recent building and grounds work complies with the DDA (this includes the 3 extensions classroom, paths and doorways) – including the new build May 2015
- e) The school will take account of needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

### 2. Provision of information

The school will make itself aware of local services, including those provided through the LA & Academy Group, for providing information in alternative formats when required or requested.

#### a) Information from pupil data and school audit

The school currently has an average of 12.7% of pupils on the SEN register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties including Speech, Language and Communication difficulties and dyslexia, dyspraxia, emotional and behavioural difficulties, medical needs such as severe allergies and specific medical needs and Physical Disabilities.

The school has physical access to the main entrance and there are disabled toilet facilities available and accessible. The interior of the building is fully accessible, including the exterior of the building at other entrance points. Pathways of travel around the school site and parking arrangements are safe. Parking on site is limited to 2 designated spaces. School gates are closed during the school day to prevent vehicles entering the site. All play areas are fenced off from the car park by gates.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. We will review the provision of a visual alarm should the need arise. Pupils/Staff with additional specific needs have evacuation plans in place. These are reviewed annually.

There is space for quiet work and small group work. The library and staff room are also available at times throughout the day. Furniture and equipment are selected as standard, age related as appropriate. Where specialist furniture is needed this is sought with support from agencies and LEA SEN advisory team.

All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in drama productions, music, PE and class sharing assemblies.

School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.

Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' IEP targets and liaise with specialist and support services.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts, or information is written down for them.

We work in close consultation with Arch Readers and other specialists, to ensure that children with English as an additional language are provided with individual / small group teaching to develop their language skills and increase access to the curriculum, if necessary.

We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and other medicines. There is a register of children with medical needs.

Photographs of children with specific medical needs or allergies are displayed in the staff room and classrooms. Information relating to these children is also passed on to lunchtime supervisors and included in registers in order to inform visiting teachers.

Epi-pens and inhalers are always taken on visits / trips out of school. Staff trained in first aid and the use of epi-pens always accompany trips.

### 3. School Action Plan: priorities

Increasing the extent to which disabled pupils can participate in the school curriculum by:

Action	Timeframe & By Whom
Audit the representation of disabled people in books and teaching materials and increase if necessary – with a particular focus on books in the school library.	Audit-Completed by End of Term 6  Purchase of new books etc. Term 1 Sept 15  G Jones & K Nolan (Gov.)
Ensure all pupils are aware of quiet zones and Buddies Bench System to help relationships in school and on the playground.	Assemblies and PSHCE lessons Term 5 & 6 2015

	School Council Playground ambassadors trained Term 6
Ensure that all pupils are able to access instructions / information on whole class teaching boards.	SEND team audit Term 5/6 2015 & K Nolan  Inform classroom changes to be implemented- Sept 2015
Ensure that curriculum planning meets the needs of all groups of pupils in school in order to improve disabled pupils' access to the curriculum, including strategies that are sensitive and responsive to pupil diversity.	As above  Future Curriculum Innovator Audit Term6
Identify possible approaches to self-monitoring and emotional health for individuals and for groups / whole classes Inc. Parent Working	B&A officer using PASS survey to identify specific pupils T5/6  HSLW Parent Programmes 2015-2016  Talk Therapy Caseload 2015-2016  Class teachers RAP's
Continue to embed professional development for staff on inclusive classroom practice and on specific disability issues.	Tuesday CPD plans  SEN Team audit training needs for specific staff  Audited though CPD Genie
Provide for the social inclusion of all pupils through the setting up of a Playground Activities/Nurture Group focusing on the needs of vulnerable children.	Playmakers Training – term 5/6 LHE  B&A, Inclusion Team priorities via Pupil Panel
Review and further improving, if found necessary, the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.	Review Term 5/6 DLO and PAS with Gov. K Nolan  Priority Plan Sept 2015
Raise awareness of mobility issues in classrooms, e.g. position of furniture and free flow around spaces.	As above
Review standard and effectiveness of blinds & Skylights, as screens to reduce direct sunlight and to provide shade in some of the classrooms and thereby reduce heat gain.	Site Audit July 2015  Budget and Site plan discussion July 2015, following Audit- H&S Gov. S Weir
Improve 'chill out' / areas for reflection in the outdoor areas, especially KS1.	DLO Audit with SRI  School Council Pupil Voice  Summer Plan for works (2015)
Ensure that spare copies of all school communications, e.g. the school Newsletters are readily available for parents via school office.	In place - Weekly by AGO
Ensure that school weekly news and key messages is also supplied via School News YouTube Channel.	In Place – ASA
Increase parental awareness of where to access information about events in school and the local community.	Website, twitter and Facebook pages set up and regularly reviewed.
Ensure that all staff are aware of pupils' specific needs and signals that may be used to indicate that action is required, e.g. asthma & use of toilet facilities.	SEND register – pupil panel information sharing  First Aid Lead
Improve transition arrangements for pupils with specific needs, especially those pupils with disabilities.	Pupil Profile introduced term 5 2015 for

	transition  School Visits – SEN team support with staff meetings/visits
To raise the profile of strategies used to communicate information about pupils with specific needs.	Staff Survey T6  Implement findings Sept 15
Ensure that awards / rewards given are fair and accessibility to as many pupils as possible.	Audit the ECM tracker to ensure fair access for pupils with disabilities to the Hanwell Pledge and enrichment opportunities- May 15

The Governing Body in collaboration will have overall responsibility for the plan and will set priorities related to their responsibilities for the plan, including direction, vision, monitoring, review and annual evaluation.

The Access Plan, whilst remaining a separate plan, but will be embedded within the School Development Plan.

The Access plan will be coordinated with the school's responsibilities towards disabled staff under Part 2 of the DDA and towards the general public under Part 3 of the DDA and our duties under Health and Safety, race and Human Rights legislation.

The **Governing Body** will report to parents on the school's accessibility plan, via website, which will be linked to other reporting requirements on the arrangements for the admission of disabled pupils, steps taken to prevent discrimination of disabled pupils and facilities provided to assist access to the school.

#### **Making the plan available**

Hard copies of the school's Access Plan will be available via the school office, and the Governors' Folder. An electronic copy is available via the school web site

According to the recommendation of Disability Rights Commission font size should be no less than 14 point.

Date agreed by governors:

Signed (Chair of Governors): *A.S. [Signature]*

Signed (Head teacher): *[Signature] 5/2015*

Date for review:

May 2018