



School Accessibility Plan

September 2019- 2022

Introduction

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA). These regulations require schools to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- ✓ Not to treat disabled pupils less favourably for reasons related to their disability.
- ✓ To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- ✓ To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- ✓ Increasing the extent to which disabled pupils can participate in the school curriculum;
- ✓ Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ✓ Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Helmshore Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which states:

Helmshore Primary School aims to provide a safe, secure, stimulating and supportive atmosphere where each child is valued, to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally to secure an inclusive learning environment and to support individual pupils with special educational needs and with disabilities

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered.

According to the Act a disabled person is defined as “someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Helmshore Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion

This plan considers the following three areas as identified in the introduction:

Increasing the extent to which disabled pupils can participate in the school curriculum. The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs, securing relevant staff training and ensuring appropriate classroom organisation. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate. The school Pastoral Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Mayfield Special School Outreach Team

Improving access to the physical environment of the school. This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Helmshore Primary School.

Improving the delivery of information to disabled persons. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally. Staff are aware of the services available through the LA for converting written information into alternative formats.

This Access Improvement Plan will be reviewed in September 2022 by the Governors' School's Resource Committee.

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Physical Access	<p>Since the school was built in 1909 it has not taken into account any recent legislation including the Disability Discrimination Act 2005.</p> <p>Therefore certain areas of the school would be very difficult to refit retrospectively to comply with DDA 2005.</p> <p>The target, therefore, is to ensure that any children or adults with physical disabilities can access the main sections of the school.</p>	<p>This is carried out through an audit of existing provision to determine how easy it is for children and adults with disability to access the key areas of the school.</p> <p>Provide support for individuals with mobility problems: timetabling adjustments, mobility aids etc.</p>	<p>The Reception classrooms can be accessed directly from their own entrance.</p> <p>The Library is accessible to all children now it is positioned in the Busy Bee Room.</p> <p>The outside play area is accessible via a DDA compliant pathway which is accessed from the EYFS Dept.</p> <p>The disabled toilet is accessible to all children in the main school. There is also a nappy changing facility for parents and carers situated here.</p> <p>Mezzanines remain inaccessible for children and parents in wheel chairs. When necessary, groups are relocated to the ground floor classrooms to accommodate wheel chair bound students.</p> <p>The side entrance needs adaptation for wheel chair users and those with mobility problems. A ramp is desirable but very expensive. Until finance is available this route has been downgraded.</p>		<p>Achieved April 2010</p> <p>On going</p>
Emergency Access	All students and adults to be able to evacuate the building safely in an emergency	<p>Fire escape plan to be reviewed and updated.</p> <p>Signage checked and updated.</p>	<p>Plan to be reviewed and updated</p> <p>Training opportunities provided.</p>	<p>September 2020</p> <p>Termly</p>	September 2020
	Disabled students and adults to be able to evacuate the building safely in a fire emergency.	<p>Designated person to accompany pupil/adults and offer required support.</p> <p>Resources provided where applicable.</p>	<p>Escape procedure updated.</p> <p>Practises undertaken</p> <p>Policy evaluated</p>	<p>September 2020</p> <p>Termly</p> <p>Annually</p>	<p>September 2020</p> <p>With on- going updates</p>
	During unavoidable closure all children and adults to be	No pupil to leave without contact being made with an	Student data records to be checked and updated so information is complete. Paper	September 2020	September 2020

	Targets	Strategies	Outcome	Timeframe	Goals achieved
	able to leave building in a safe and orderly manner.	appropriate adult. Meeting area to be set up in hall, where parents can collect children under supervision of staff. Signing out procedures adopted	copies to be maintained to assist in case of computer failure. Pupils to be informed of meeting area. Additional phone line in HT's room. Critical Incident plan in place		
Curriculum Access	All students have access to a broad, balanced and relevant curriculum.	Implementation of the Lancashire Curriculum with a contextual twist Monitoring of planning and classroom observations demonstrate that all ability groups and learning styles are catered for. Differentiation is a key component of planning and Assessment. Curriculum Leaders monitor the current provision in school to ensure that all necessary skills are covered.	Classroom observations show that in all areas of the curriculum children's needs are catered for. One to one support is provided when necessary and at playtimes and lunchtimes. The school responds to preferences expressed by parents. Individualised programmes of work are implemented when required. Personalised Assessment is undertaken. Planning folders are reviewed by subject leaders and members of the SLT and evidence of children's work is collated. Whole school self- evaluation is undertaken annually and involves all teaching staff.	October 2020 and termly thereafter. January 2020 and termly thereafter. Termly	On-going On-going On-going

	Targets	Strategies	Outcome	Timeframe	Goals achieved
	All students have a differentiated curriculum that meets their individual needs.	<p>Following the SEND Policy- pupils who have statements or additional needs have an EHCP that details their needs and appropriate methods of differentiation and/or personalised curriculums where appropriate.</p> <p>Where appropriate children will receive additional support from Teaching Assistants and members of IDS or other staff from other external agencies.</p>	<p>Lesson observations reports teaching matched to individual needs.</p> <p>Appropriate resources and equipment is utilised to meet the pupil' needs i.e. IT equipment, overlays, large print</p> <p>Teaching is always at least good in every class</p> <p>Pupil progress for children with EHC Plan is good when judged against progress for children on the SEN register.</p> <p>The progress of children with additional needs is carefully monitored and evaluated.</p>	October 2020 and on-going thereafter	<p>On-going</p> <p>On-going</p> <p>On-going</p>
	Pupil's access to the curriculum is increased because they attend school more regularly.	<p>The Attendance reward system continues to motivate children and encourage them to attend. Headteacher directly monitors attendance and is first contact for parents of children likely to be identified as persistent absentees.</p> <p>Fast track to involvement of Attendance officers where necessary.</p> <p>The Governing Body will only sanction holidays in term time in exceptional circumstances</p>	<p>In 2015-16: Attendance is 97.1%</p> <p>In 2016-17: Attendance is 97.8%</p> <p>In 2017-18: Attendance is 97.4%</p> <p>In 2018-19: Attendance is 97.5%</p> <p>In 2019 – 20: Attendance is 96.8% (up to 11.3.20)</p> <p>The incentive scheme is having a very positive impact on attendance. Children are keen to achieve awards</p> <p>Only a very small number of children are having absences from school and where necessary these are referred to the LA</p> <p>Fewer requests for holiday leave during term time.</p>	Annually reviewed	<p>2015 – 2020 ~ Attendance scores were good</p> <p>Attendance data continues to be good</p> <p>Fewer holiday absences during term time.</p>
	Pupils' access to the curriculum is improved because there is a reduction in exclusions/educational provision is provided.	Personalised programmes enable all pupils to make progress and supports good behaviour. Internal exclusions are sometimes employed to	0 fixed term exclusions in 2014-2020	Annually reviewed	SLT monitoring and Evaluation

	Targets	Strategies	Outcome	Timeframe	Goals achieved
		address poor behaviour.			
	Pupils' access to the curriculum is increased through personalisation and differentiation.	All staff are aware of different learning styles and plan and deliver for this in the classroom. Effective use of TA support	This is monitored through regular Observations of lessons both formal and informal.	September 2020	Under constant review
	Pupils with specific needs are catered for e.g. children with Visual Needs	High resolution visual aids, laptops for touch typing, PC font sizes adapted to meet the needs of the individual	The needs of individual children are met i.e. those with specific needs such as Visual Impairment, Hearing Impairment and Speech & Language difficulties	September 2020	Under constant review
Access to information	Availability of written material in alternative formats.	The school makes itself aware of the services available through the LA for converting written information into alternative formats. Class teachers are aware of parents/carers access needs and will provide support when needed.	The school can provide written information in alternative formats.	On-going	At any time
	Important information is kept brief and easy to access.	Group Call Text messaging is used to increase parent's awareness of specific issues and activities within school and to keep them updated of changes to events, reminders and information sharing. On line facilities are increasing i.e. Parent Pay	Parents are aware of information and act upon it. Parents are well informed and can communicate more effectively.	September 2020	On-going
	The written information provided to parents/carers is accessible and well presented either via the website or Twitter	Current information and invitations sent to all parents is reviewed to judge the language, style, format, and accessibility. Where appropriate such information is followed up by text messaging via Group call	Information is read. Parents/carers feel that school is an approachable supportive institution. A vast amount of information is on the school's website	September 2020	September 2020

	Targets	Strategies	Outcome	Timeframe	Goals achieved
	Development of the web-site to enhance communication.	All parents will have access to the website and Twitter to enhance communication and provide statutory information, school policies and other general information.	Parents are well informed and prospective parents can easily access information about the school.	September 2020	Updated monthly
	Implementation of a Learning Platform or homework App	A Learning Platform is being implemented to facilitate parental involvement with homework and will form the school's Interactive Learning Platform which provides pupils and their families with extended learning opportunities.	A Learning Platform offers parents the opportunity to oversee and participate in their childrens' homework and external Learning Opportunities. Children are given the opportunity to complete homework tasks that can then be uploaded to the teacher. They have access to websites relevant and appropriate to their age and curriculum.	January 2020	Updated weekly