

# BLACK HORSE HILL INFANT SCHOOL



## ACCESSIBILITY PLAN

28<sup>th</sup> February 2019

Approved by Committee \_\_\_\_\_

21<sup>st</sup> March 2019

Approved by Full Governing Body \_\_\_\_\_

Signed \_\_\_\_\_(Chair)

Signed \_\_\_\_\_(Headteacher)

# *Learning for Life*



## *School Vision*

Together, our schools will: -

Nurture and empower our children to become creative, compassionate and confident citizens, in a diverse and ever-changing world.

## *School Aims*

Our school community will: -

- Have high expectations for all
- Inspire a passion for learning
- Provide an enjoyable, yet challenging curriculum
- Develop positive relationships through collaboration
- Create a safe and happy environment

## *School Values*

All our children, staff and parents will share the same core principles of: -

- Respect
- Honesty
- Kindness
- Excellence
- Perseverance
- Friendship
- Motivation and hard work
- Politeness and good manners



### **ACCESSIBILITY PLAN 2018-2021**

We at Black Horse Hill Infant School believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The Black Horse Hill Infant School Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA), and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan has been up-dated to reflect new statutory requirements for the setting of Equality Objectives.

2. The Accessibility Plan is structured to complement and support the School's Equality Plan, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.

3. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

4. Black Horse Hill Infant School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- 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.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that 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 the provision of specialist auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, leaflets and information about the School and school

events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Single Equality Duty
- Staff Handbook
- Health & Safety
- Inclusion
- SEND
- Behaviour
- School Improvement Plan
- School Prospectus and Mission Statement

8. The Accessibility Plan will be published on the school website.

9. The Accessibility Plan will be monitored through the Governing Body's Learning and Achievement Committee.

#### **IMPROVING ACCESS AT BLACK HORSE HILL INFANT SCHOOL**

<b><u>PLANNING AREA</u></b>	<b><u>TARGETS</u></b>	<b><u>STRATEGIES</u></b>	<b><u>TIMESCALE</u></b>	<b><u>LEAD</u></b>	<b><u>SUCCESS</u></b>
<b>Physical Environment</b>	To ensure safe movement around the school for children and visitors with disabilities.	All outside doors to be accessed by ramps. Wheelchair lift in place in corridor. Corridors free from clutter.	In place 2018	Headteacher	All areas of school to be accessible.
	Provision of disabled toilet/shower	Disabled toilet in school and accessible for pupils and adults.	In place 2018	Headteacher	Disabled pupils have access to a disabled toilet and shower.

	To ensure classrooms are wheelchair friendly.	Review furniture and organisation in classrooms on how accessible learning/resources are. Re-arrange furniture and order new furniture if needed.	January 2018		Flooring replaced in Yr2 classrooms. New table purchased for 2JF for wheelchair accessibility.
	To ensure there are sufficient turning points for children in wheelchairs.	De-clutter corridors.	September 2017	Headteacher	Easy access and mobility for wheelchair users.
	To ensure that wheelchair users are able to access lunchtime provision and sit with their friends.	Review seating arrangements in hall for inclusion. Provide appropriate adult support a lunchtime for disabled children.	On going	Headteacher Midday Supervisory Assistant	Wheelchair users can eat their lunch with their friends and feel part of lunchtime provision.
	For children with medical needs and allergies to be accommodated in the hall.	Red band/photograph system for allergies in place. Inform parent/carers no nut or sesame products in lunchboxes.	On-going	Headteacher Midday Supervisory Assistant	Children with medical needs/allergies can have a school meal at lunchtime and sit with their friends.
	To ensure access to school events for people with restricted mobility, Wheelchair users or visual impairments.	To inform visitors/family of steps to take if they require special access or provision to attend school events.	As and when events are organised.	Head teacher Office Manager	All visitors can access school events.
	To provide disabled car park access.	Disabled car park access available for staff, parents and visitors as needed.	When necessary.	Head teacher Office Manager	

	Adaptations and changes put in place in classrooms for children with ASD or SEMH difficulties.	Staff to ensure that classroom environment limits sensory overload by keeping hanging displays and bright colours to a minimum Calm spaces to be created in classrooms. Targeted adult intervention to develop coping strategies and time away from classroom. Busy boxes to be accessed by children with anxiety to support self calming.	January 2018	Head teacher Teachers Teaching Assistants	Classroom environment meets the needs of all children in the class. Safe space created in Sunshine room to provide ASD children with option of having time out of the classroom.
<b><u>PLANNING AREA</u></b>	<b><u>TARGETS</u></b>	<b><u>STRATEGIES</u></b>	<b><u>TIMESCALE</u></b>	<b><u>LEAD</u></b>	<b><u>SUCCESS</u></b>
<b><u>Curriculum Access</u></b>	To provide Professional Development Opportunities for teachers on differentiating curriculum.	Review subject knowledge during Performance Management sessions. Identify areas needed to develop.	September 2017 February 2018 July 2018		Individual children's needs will be met within the classroom.
	To improve the knowledge of teaching staff and teaching assistants on how to identify and support children with Autism and other specific learning difficulties.	Staff training x2 Autism staff meetings.  Busy boxes to be accessed by children with anxiety to support self calming.  To provide opportunities for pupils to self-regulate through 'Heavy Work', body breaks and Sensory Circuits.	Autumn 2017  Ongoing  Ongoing	SENDco Headteacher Learning Mentor	All staff will have a wider knowledge of how to include children with SEN in the curriculum and all children with ASD are successfully included in all aspects of the school life. Staff to participate in appropriate training. Professional external agencies are employed as necessary

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<b><u>Curriculum Access</u></b>	To improve and develop resources and provision for pupils with SEN and social, emotional and behavioural difficulties to help with their learning needs. Specific resources and sessions for children with ASD and behavioural difficulties.	Implement a sensory circuit for children with sensory processing issues. Learning mentor support in class and for targeted intervention. SEMH Training from Dr H Bibby.	Ongoing	SENDco Headteacher Learning Mentor	Pupils to have access to appropriate resources which will enable them to be included in the curriculum and support specific needs. More sensory resources purchased Autumn 2018 for new pupil.
	To ensure pupils with physical disabilities have access to the curriculum.	Support from professionals to look at provision for pupils with physical disabilities. Explore technology which can assist pupils in accessing tasks such as writing. Use programmes such as Clicker or touch screen technology to promote inclusion. Use resources such as pencil grippers, sloping boards, Velcro pads and eye level resources.	On-going	SENDco Headteacher Teaching Assistants	Pupils to have access to appropriate resources which will enable them to be included in the curriculum and support specific needs
	To allow pupils with physical disabilities to access PE lessons.	Use resources to allow access to pupils with physical disabilities. Differentiate equipment needed. Use of hoist during gymnastics sessions.	On going	SENDco Headteacher Teaching Assistants	Pupils with physical disabilities to be included in PE and playtime activities.

<b><u>Curriculum Access</u></b>	For appropriate paperwork to be put in place to plan, assess and review the progress SEN children are making in school.	Additional Support plans in place. Person centred Plans in place. Referrals to professionals actioned when additional support needed. Termly report on progress submitted to Governors. Half-Termly 'At a Glances' completed by teachers.	On going  Termly  Half Termly	SENDco Headteacher Teaching Assistants Learning Mentor Outside Agencies	Pupils with SEN are included in their learning of the curriculum – provision maps in place and highlighted to support the needs of individual children  At a Glance sheets identify intervention and impact.
	For medical conditions to be managed in school to have as little impact upon the curriculum as possible for example injections, medication and physiotherapy.	Healthcare Plans to be written at the beginning of the year with parents/carers and reviewed annually. Training for staff working with children with medical conditions.	Annually	SENDco Headteacher Teaching Assistants Learning Mentor Outside Agencies Parents/carers	All staff to be aware of children with medical needs and their needs are met within the classroom. Children are accessing fully curriculum provision.
	Review of staff deployment to support children with particular needs. Including the children with special educational needs and learning difficulties	Adult support is available during key times, e.g. lunchtimes, PE etc. Establish priority of support for children with SEN and learning difficulties in review meetings Appropriate and effective training by SENCO and outside agencies	On going	Headteacher SENDco	