



Accessibility Plan

'Learning to Live, Living to Learn'

Introduction

All policies are governed by our Christian School Values which were chosen by all members of the school community: Trust, Forgiveness, Friendship, Thankfulness and Peace. These values underpin the daily diet of the whole school community.

- All members of the school community are **trusted** by all those within the school community to deliver the very best for the children in all that they do
- Things will go wrong. There is a quiet acceptance of this deployed throughout the school and the opportunity to move on and learn from this, demonstrated through the value of **forgiveness**.
- All members are **thankful** for the community to which we belong and demonstrates this accordingly
- We learn in **peace**. We accept that we all learn in different ways and have different needs that require accommodation
- We learn in **friendship**; supporting each other to achieve to our very best potential at all times.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities.

Purpose of Plan

This plan shows how our school intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Hartlip Endowed CEP School has a duty to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act 1995 (DDA) and have been replicated in the Equality Act 2010. This Accessibility Plan forms part of the Single Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. We are committed to providing a fully accessible environment which values and includes all pupils, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

Areas of planning responsibilities

- **Increasing access for disabled pupils to the school curriculum** (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- **Improving access to the physical environment of schools** (this includes improvements to the physical environment of the school and physical aids to access education)
- **Improving the delivery of written information to disabled pupils** (this will include planning to make written information that is normally provided by the school to its pupils



available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Hartlip School is mostly a one storey building with wide corridors and several access points from outside. Three out of Four classrooms have two doors, one internally and one externally. The hall is accessible to all. The main entrance to the school and some of the entrances is up a wide ramp. The lobby and has a low reception hatch, this being fully accessible to wheelchair users. There is a disabled toilet for children within one of the classrooms. This is fitted with a handrail and pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

Outside Space: There is a large drive leading up from the street. Staff park on the front lawn. There are no official parking bays, however, there are two large blue disability cones which are used to create a disabled bay next to the lower gates. These are removed every night and put back in place every morning in term time. There is a large playing field, which can be accessed down steps or across the grass down a gentle slope. There are two playgrounds, one behind the school and the other to the side. Sports day, PTA events and day to day physical education activities take place in these areas. These are all fully accessible to wheelchair users.

Current Range of known disabilities 2018-2019

The school has children with a range of disabilities that include:

- Moderate Learning Difficulties
- Specific Learning Difficulties
- Multi-Sensory Difficulties
- Autistic Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Physical disabilities
- Other conditions, such as Down's Syndrome

At present we have no wheelchair dependent pupils, parents or members of staff, although do have pupils which require some accessibility arrangements to be in place.

Increasing access for disabled pupils to the school curriculum



Improving teaching and learning lies at the heart of our school. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs with both mixed ability and ability groupings. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been encouraged to attend after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child's participation jeopardised the safety of others or the child themselves.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Offer CPD for multisensory teaching, differentiation and recording methods. Monitor staff training needs	Ongoing and as required	SLT	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Staff access appropriate CPD. Monitor staff training needs	As required	SENCO	Raised confidence of support staff
Ensure classroom support staff are aware of curriculum access for disabled children	Provision Plans and contextual information with an overview of needs created for each class	As required	SENCO	All staff aware of individual needs
Use ICT software to support learning	Allocate designated computers to children for recording work. Use of Clicker 7	As required	SENCO	Children are able to record and access learning using ICT
All educational visits to be accessible to all	Ensure each new venue is vetted for appropriateness	As required	All class teachers	All pupils able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all	Gather and share information on accessible PE and disability sports	As required	PE Leader SENCO	All to have access to PE and be able to excel



Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. Hartlip School continually looks to improve the building and its purpose. There are currently plans being made to create an extension for a library and for outbuildings to be removed and replaced with a purpose built building for extended services. There is also a plan to increase the space in the lobby area, which would make to lobby larger and therefore more accessible.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<ol style="list-style-type: none"> To include resources and provision that increase access in the provision planning process. Be aware of staff, governors' and parents' access needs and meet as appropriate. Consider access needs during recruitment process. 	<ol style="list-style-type: none"> Ongoing Induction and ongoing if required When called for interview 	SLT	<ol style="list-style-type: none"> Provision plans and contextual information in place for all classes and all staff aware of pupils needs All staff and governors feel confident their needs are met. Access issues do not influence recruitment and retention issues
Layout of school to allow access for all current pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors	As required	Headteacher Governors	Buildings are accessible and userfriendly for all
Ensure all disabled pupils can be safely evacuated	<ol style="list-style-type: none"> Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities 	As required each Sept.	SENCO	All pupils and staff are safe in the event of a fire
Ensure accessibility of access to specialist IT equipment	1. Alternative equipment i.e. Clicker 7 to ensure access	Ongoing and as required	SENCO	Hardware and software available to meet the needs of children as appropriate
Ensure Hearing Loop in classrooms to support hearing impaired children if required	Consider the needs of hearing impaired children as and when required	As required	SENCO	Children with a hearing impairment to have access to a Hearing Loop in their classroom
Fire escape routes include refuge/safe areas with evacuation chair	Consider the needs of a child in a wheelchair as and when required	Ongoing	Headteacher	All disabled staff, pupils and visitors know the accessible fire escape routes



Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils, accessible to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	1. Provide information and letters in clear print and "simple" English. 2. School office will support and help parents to access information and complete school forms	Ongoing	School office All staff	All parents receive information in a form that they can access
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Teachers Teacher Assistants	Children can access written information
Annual review information to be as accessible as possible	Develop review formats that allow the child's view to be gathered	As required	SENCO	Children can contribute to meetings about their progress and access needs
Languages other than English to be visible in school	Multilingual displays around school	As required	Languages Leader	Parents/.carers and visitors feel welcome in our school
Provide information in other languages for pupils or parents who may have difficulty with hearing or speak another language	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO Class Teachers	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or parents/carers who may have difficulty with standard form of printed information	Ensure information can be printed in Braille, enlarged print or additional languages as necessary	As required	School Office	All can access information about the school

