



## Hague Primary School Accessibility Plan 2019-2022

Signed on behalf of the Governing Body:	
Position: Chair of Governors <i>Michael Coleman</i> Mike Coleman	Date: 16 <sup>th</sup> October
Last reviewed on: 9 <sup>th</sup> October 2019 Finance & Resources Committee  18 <sup>th</sup> July 2018	Next review date October 2022

Hague School is Rights Respecting school committed to the promotion of inclusive behaviour, attitudes, language, curriculum and increasing access to the school's facilities for all by:-

- A. Shared strategic direction, monitoring and evaluation
- B. Increasing the extent to which disabled pupils can access and participate in the school's curriculum
- C. Improving access to the physical environment of the school
- D. Improving the delivery of written information to disabled pupils

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

### **Audit of existing achievement/provision**

#### **1. PHYSICAL**

##### **Internal Main Building over 3 floors with 2 staircases (FS, KS1 & KS2)**

- School office relocated from 1<sup>st</sup> floor to ground floor.
- Wheel chair access to the main playground and lower ground floor via Finnis Street
- Gates into the school have been mechanised.
- Wheel chair access to the office and ground floor via main entrance
- Wheel chair access to toilet on ground floor.

- Audible/visual fire alarm updates.
- Inclusion Manager's Office on the ground floor.

#### External

- Wheel chair access with able bodied support to main playground and Early Years Playground.

## 2. CURRICULUM

- School obtains data on pupils prior to admission to facilitate advanced planning for additional learning needs.
- Curriculum differentiated by task and outcome.
- Liaison with external services and agencies (physical, sensory, learning, behaviour).
- Detailed pupil information given to all staff.
- TA deployment to cover a range of pupils' learning needs.
- Special arrangements made for SATs (use of 25% extra time applied for if not in receipt of statement support).
- Specialist resources available to support specific needs (scissors, bikes, laptop).
- Parents are invited to support pupils in class.
- Specialist Teachers of the Deaf, Speech and Language Therapists, Audiologists work in school to provide learning and pastoral support.

<b>A - STRATEGIC DIRECTION, MONITORING AND EVALUATION</b>					
<b>Actions</b>	<b>Persons Responsible</b>	<b>Time Scale</b>	<b>Resources</b>	<b>Success Criteria</b>	<b>Evaluation/ Impact Next Steps</b>
1) Staff and Governors review school culture policies and practice for inclusion and disability.	Chair of Governors	Annually as policies reviewed	Governors Meetings Staff meetings Management Time Admin Team support	All policies reviewed over 3 year period which reflect inclusive practice.  Accessibility plan targets achieved Pupils with disabilities make good progress taking account of their learning needs.	Policies reviewed with particular focus on Accessibility. • Medical Needs Plan – review July 2018 with health care professionals and LA safeguarding officer • Deaf Provision and SEN Provision Map
2) Identify member of SLT to act as responsible person for day to day prevention of discriminations and ongoing advice to governors on discrimination.	Headteacher Supported by  Inclusion Manager and Teachers of the Deaf	Autumn Term – annual anti bullying and discrimination surveys  Day to day reporting of discriminatory incidents or risk management issues	Staff time 2-3 days per year  Termly pupil progress review meetings and SEN EHCP Health Care Plan meetings.	Termly HT reports to governors including discrimination issues identified and action taken at school level. Governors effective risk management ensures school	<b>SENCO &amp; Deaf Provision analyse year end pupil progress and attainment relative to starting points to ensure chn make good rates of progress across the school and by end of KS2.</b>

				protected from liability for acts of discrimination Increased confidence/ curriculum access for pupils with disabilities.	<b>SEN and School Support Pupils</b>
3) Review School Information Handbook for staff in relation to information and HT statements on disability discrimination policy and procedures.	Headteacher Delegate sections to SMT/ Leaders of Learning.	Annually Summer Term & Autumn Term updates for staff re safeguarding and anti-discrimination updates.	Head/ Deputy and Admin Time 2 days per year	Staff apply knowledge to ensure risks are managed. Incidents are noted, reported and investigated. HT report informs of incidents and outcomes for monitoring. Possible discrimination within policies and or practice so that appropriate action can be taken to address within school's resources.	Staff have understanding of importance of sharing personal needs confidentially.
4) Revisit disability equality scheme awareness for staff and governors through INSET.	Inclusion Manager & Lead Teacher of the Deaf	INSET 0.5 Day tba Spring Term Twilight	Staff Meetings SMT Management Time	Governors and staff aware/updated of the social model of responsibility and their responsibilities in line with legislation.	Autumn Term 2018 plan INSET allocated on Disability Awareness  Information for parents and staff Workshops with specific themes, Displays for all around school. Ongoing audiology/ good communication/ pre teach and catch up strategies.
5) Review, monitor school's SEN/D provision map	Inclusion Manager & Lead ToD with Headteacher	Spring & Summer Term Annually	SENCO management time per year including support of Finance Manager	Provision to meet all pupil needs clearly identified. Improved provision SEN/D Provision Map complies with new SEN Code of Practice School progress and attainment targets met.	SEN/D provision costed Review in line with budget cuts or changes

## B – IMPROVING ACCESS TO THE CURRICULUM

Aims	Persons Responsible	Activity	Recipients	Resources	Time scale	Success Criteria	Evaluation. Impact/Next Steps
1) Monitor disability access issues	SEN Governor Inclusion Manager Teachers of the Deaf	Involve pupils in target setting and review of <b>EHCPs /</b> Survey of issues and attitudes	Whole School, school users and families	<b>EHCP /ICP</b> Annual Review <b>Management Time</b>	<b>EHCP annual time scales.</b>	Key issues identified with action plans updated on Access Plan. UN Article 20 pupil voice	<b>Governor responsible for SEN/D to meet 2 x per year with SENCO and Deaf Provision ToDs for updates.</b>
2) Ensure staff have appropriate SEN/D knowledge and expertise so that their planning enables pupils to fully participate in the school's curriculum	Training led by Teacher of the Deaf or Inclusion Manager.	Induction of new staff by Inclusion Manager or ToDs.  Appraisal  Staff INSET and professional discussions of key issues	Teachers and Teaching Assistants Volunteers	Training budget	Start of employment check/ appraisal  Termly programme of Professional development	Teachers and TAs apply deaf aware teaching strategies to their practice. Pupils say they feel included	<b>Pupil voice through EHCP ICP meetings with Governors February 2019</b>  <b>Repeat annually linked to Autumn Term anti bullying surveys.</b>
<b>Staff further develop understanding of new pedagogy associated with mastery teaching and strategies which support learners with disabilities and additional learning needs.</b>	Inclusion LOL & ToDs  Curriculum Leaders of Learning	<b>Mid Term Planning by Class Teachers includes curriculum or ARE adjustments as appropriate.</b>	Pupils Teachers	<b>Teacher's PPA time and planning time with support staff</b>	Termly as topics change.	Topics accessible. Visits considered that meet pupil needs.	<b>2018 curriculum has been reviewed by post holders.</b>  <b>Mastery Teaching Strategies to include over learning, pre teach and catch-up.</b> <b>Continue focus on vocabulary to understand the concepts.</b> <b>Maintain and develop</b>
3) <b>Parents understand home learning expectations and home support strategies including access to physical &amp; health related activities</b> 4) Pupils are able to complete homework	E1P Parental Engagement Lead (Kate)	Plan termly support events which inform parents how best to support home learning strategies and specific interventions	Parents /carers/ pupils	Class teacher out of hours meetings Cover for Annual parent meetings. Spring Term and	Termly Parent information events	Home work completed successfully. Pupils tell us parents/carers supporting them Article 29 achieve best	<b>E1P revisit funding opportunities for CT Food Discovery Year 3 Project and parental involvement in healthy eating with increased weekly activity.</b>

to enrich or reinforce concepts.		Include awareness of physical activity. . <b>September Meet the Teacher Sessions for Parents</b>		Designated hours. <b>E1P Healthy Lives Project</b>	<b>E1P starts late autumn term.</b>		<b>Next steps. Dads and the curriculum? EYFS / KS1/ KS2</b>
5) To effectively assess individual, groups of pupils with high level needs and address specific learning needs with SMART interventions.	Assessment Resources	Ensure best access arrangements are provided for all pupils  Inclusion Manager/ TODs research and know all revised access arrangements for national tests.	Targeted pupils  SEN	<b>PiXL &amp; Year 5 Reading Catch-up Fluency Project</b>	Termly	Children achieve at their expected age level or personal target.  Up to date assessment data available for all pupils.	<ul style="list-style-type: none"> <li>• <b>2017- 18 Introduced PiXL with interventions for Year 6 to secure improvements in ARE combined and GD.</b></li> <li>• <b>Cascading PiXL across Year 2 and Lower KS2.</b></li> <li>• <b>New - Year 5 Intervention Literacy Reading Catch-up</b></li> </ul>

<b>C – IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT</b>							
<b>Aims</b>	<b>Persons Responsible</b>	<b>Activity</b>	<b>Recipients</b>	<b>Resources</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Evaluation. Impact/Next Steps</b>
1) <b>Maintain</b> improved access to school premises	Chair of Finance and Resources Committee Headteacher Link Governor (Premises Manager)	Governors Meetings Updates on building and asset management. Review the reasonable access arrangements for the projects I.e. Wheelchair access Accessible toilets, ramps, Environment labelled /sign posted with high contrast colours	Pupils, staff and visitors.	Fundraising for EYFS playground improvements during 2018-19 with view to improvements in 2019-20.	Annually Spring/ Summer Term 1.	School resources are used to best value and effect  Clearly marked access for persons with PD  Pupils and families using the new learning centre for meetings and creative/scientific projects	Site evaluations by governors and play landscape contractors for development of EYFS.
2) Improve acoustics in teaching rooms with computer chargers or servers - noise reduction.	Chair of Finance and Resources Committee Headteacher LToD.				Termly		Year 6 Server noise Can this be reduced?
3) Reduce emotional anxiety for pupils with SEN/D related to playtimes and friendships. Increase sense of friendship for pupils.	Learning Mentor working with Class teacher.	<b>Revisit Playground Friends for vulnerable children. Include Personal and Social training re Rights and respecting behaviour for Young Sports Leaders. Include strategies for supporting, playing/ communicating with others.</b>	SEN/D Vulnerable pupils including new arrivals	Learning Mentor	Termly	Pupils develop friendships which help them to enjoy school and learning Consequently happy at school more able to learn.	Inclusion Manager/ToD Learning Mentor Class Teachers  Playground refurbishment Friendlier environment 3 successful years of Young Sports Leaders running games and activities.

<b>D – IMPROVING ACCESS TO WRITTEN INFORMATION for pupils and families with disabilities</b>							
<b>Aims</b>	<b>Persons Responsible</b>	<b>Activity</b>	<b>Recipients</b>	<b>Resources</b>	<b>Time scale</b>	<b>Success Criteria</b>	<b>Implemented Monitoring Evaluation</b>
1) Visual time tables for pupils with learning needs.	TAs make resources	Teacher use with	Target children		Termly	Pupils with autism or high level of need able to participate in the learning.	Inclusion Manager ToD These are noted in classes including EYFS – Year 6 as needed.
2) Labels on yellow backgrounds around the school hi visibility and use of symbols.	Inclusion Manager and Premises Manager		Target children, parents and visitors		Termly	Register of use of service satisfaction survey	Premises Manager School has school made labels – should they be more permanent Perspex fixed labels?  Are the sign posts around the school clear enough for visitors?
3) To improve the delivery to disabled pupils and visitors of information which is provided in writing for pupils who are not disabled	Advice from physical sensory service and language support team.	Audit materials, Providers of translation services Information about the school to be made in large print or more visual through images ie signage.	Pupils & parents/ visitors with a disability		On request	Register of use of service satisfaction survey	Inclusion manager researched pupil preference for size of font/ colour of paper particularly for dyslexic children. Reality is that it has good intentions but often not sustained unless child has genuine specific IEP need. ????
4) To ensure important information is presented in a format that is best suited to needs of the person.	Inclusion Manager Lead Teacher of the Deaf & Support Team. Admin Team,	e.g. staff to facilitate translation/ large format etc	Families	Translation by TAs in school or after school additional hours.	Needs basis.	Parents have equality of access to information if school made aware of needs.	Oral translation is provided for parents. A few parents have requested that letters to

		Staff to ask if access arrangements needed especially for IEP/EHC/Reports etc.		Independent translator costs for confidential circumstances.			parents/ newsletter in Arabic or Bengali.  School does not have the financial resources for this service. Translators £40 - £50 per session.
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## CONSULTATION ON THE PLAN

- July 2018 updates are in red.
- INSET and Professional Development time will be allocated in the Autumn 2018 and Spring 2019 Terms
- Draft Plan above for all staff to comment on in Autumn 2018.
- Autumn Term discuss with governors on curriculum and premises committees.
- Consult with Parents in Autumn 2018

## PUBLICISE THE PLAN

[Publish on Website](#)

## IMPLEMENTATION

[Implement the plan by allocating reasonable resources in the School Improvement Plan.](#)

## EVALUATE THE PLAN

Consider:

- Are disabled pupils and their parents with increasingly satisfied the provision made for them? [I think they are. Hague's parent satisfaction levels expressed at EHCP Annual Reviews is high.](#)
- Is there evidence of increasing involvement of disabled pupils in the full life of the school?  
[Access to Clubs, lunch time clubs, attending residential. 2016 Year 4 - 2 chn didn't go / 2017 1 child went. 2018 2 children went. All attended Year 6 Suffolk trip. LM ensuring pupils attend Inclusion Games Boccia & Cricket/ Athletics.](#)
- Are there observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs? [Need feedback](#)
- Is there an improvement in pupils' achievement in the main curriculum areas? [2017-18 data tba](#)
- Is there progressive improvement to the physical environment of the school? [Yes EYFS a priority for 2018 and beyond.](#)
- Is information for pupils available in a range of formats?

## ENSURE THE FUTURE OF THE ACCESSIBILITY PLAN

The plan should become less of an independent strategy and more of a thread running through all the school's plans and policies including:

- Plans related to capital works and premises management
- Curriculum
- Information technology support services
- Staff training and associated services.

**To be reviewed: Annually in Autumn Term until 2021.**

## **Next Steps for Discussion**

### **B – IMPROVING ACCESS TO THE CURRICULUM**

- **PiXL**
- **Year 5 Catch up Reading Fluency Project**
- **Mastery Teaching and Learning Strategies for All**
- **Marking & Feedback Strategies**

### **C – IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT**

### **D – IMPROVING ACCESS TO WRITTEN INFORMATION for pupils and families with disabilities**