



Accessibility Plan

Date approved by LCM:	April 2024	
Next review due by:	April 2027	
Frequency	3 yearly	
Version	Date	Notes

Introduction

This Accessibility Policy and Plan are drawn up in compliance 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.

This plan sets out the proposals of Hatchlands Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the schools 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.

In addition, this plan ensures that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

It is a requirement that Hatchlands Primary School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of Action Plans showing how Hatchlands Primary School will address the priorities identified in the plan.

1. Starting points

The purpose and direction of the school's plan - vision and values

Learning today, to make a difference tomorrow

We endeavour to provide quality education for every child within a caring, stimulating environment where all members of the school community are valued and encouraged to reach their full potential and experience success.

We are committed to develop a common sense of purpose and shared responsibility between children, parents, staff and governors.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement.

Hatchlands Primary School will:

- set suitable learning challenges;
- respond to pupils' diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

Hatchlands Primary School aims to identify and remove barriers to disabled pupils in every area of school life. We have a commitment to equal opportunities. Hatchlands Primary

School makes all children feel welcome irrespective of race, colour, creed, sexual orientation or impairment.

Special Educational Needs and Disabilities (SEND)

Special Needs provision is a very important aspect of Hatchlands Primary School. At Hatchlands, we follow the New Code of Practice 2015 expectations. The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Central to our policy is the process of Assess, Plan, Do, Review to ensure that children with additional needs receive the appropriate support. We have an Inclusion Team in school which is utilised to meet the needs of our children.

This consists of the following members of staff:

- Inclusion Leader
- Learning Mentor/ELSA
- Headteacher

We prioritise building strong links with parents and outside agencies to support the 'whole' child. A separate SEND policy is available from the office or our website.

There is a team of Teaching Assistants working across our classes to provide support, interventions and ensure all children are successful and make progress.

When a child is identified as having a special education need, parents are consulted to add the child to the schools SEND register and an Individual Action Plan (IAP) is created to map a child's needs and what will be done to support them.

We identify the particular difficulties the child is experiencing, decide on outcomes we are working towards, and develop strategies of support in school. Those children with an Education Health and Care Plan (EHCP) have outcomes identified in the plan which are referenced and worked towards on their Individual Action Plan. These are 'co produced' with parents and are carefully monitored, using outside advice from other professionals when required.

The SEND provision is overseen by Hatchlands School's Inclusion Leader (also responsible for Special Education Needs Co-ordination). This senior leader liaises with teachers and

classroom assistants to provide the time, resources and training necessary to ensure inclusion in classroom activities.

2. Information from pupil data and school audit

At this present time, April 2024, Hatchlands Primary School has one child with a significant physical disability.

We have other children with physical difficulties and additional children who are vulnerable or have Social, Emotional and Mental Health difficulties.

Hatchlands Primary School has a register and Medical Care Plans for children with asthma and allergies, and a register of children who require and use glasses.

There are also Medical Care Plans in place for a number of other children with varying medical conditions, including bowel and bladder needs, diabetes and children who require epipens.

At Hatchlands Primary School, we meet the needs of our vulnerable children and those with Social, Emotional and Mental Health needs by offering them individualised provision. These adjustments include:

- the use of safe, calming spaces inside and outside their classrooms
- a range of sensory activities available in their classrooms
- access to a sensory room.
- intervention with our Learning Mentor/ELSA
- SEMH interventions including; social skills, lego therapy
- lunchtime calm club

Hatchlands Primary School is sited in one building. The Key Stage 2 is located on the upper level, which is easily accessible to pupils with physical disabilities via a lift. Key Stage 1 is on one level and therefore easily accessible to all. There are two disabled parking spaces in the school's car park.

In the event of a request from parents or the Local Authority for a pupil to attend our school, we would need to take professional advice to assess their level of difficulty and how access to various parts of our school, and therefore involvement to the whole curriculum, could be achieved. To assist us in this process, we work alongside any relevant outside agencies and parents.

Each individual child's needs are different and would need to be assessed and the parents consulted prior to enrolment. Any further additional adjustments that are required would need to be completed before the child attends school, including the appointment of suitable support staff. This process would be completed in the soonest possible time.

We strive to make all reasonable adjustments to facilitate the needs of each child within the limitations of the site/buildings and financial constraints.

It is important for each child to feel included within a community to realise their full potential. Therefore, all educational establishments within the local area need to be fully discussed with parents to ensure a suitable placement is found.

Adaptations already made to the buildings/curriculum are:

- 4 accessible toilets throughout buildings
- Push button automatic door at the main entrance
- Hoist and bed in medical room
- Evacuation chair x 2
- 1 accessible toilet in each children's toilet block
- Lift to the first floor
- Wide doorways throughout the school
- Laptops and I-pads used wirelessly throughout the school
- Portable sloping desk supports are available
- Special chairs and tables are purchased according to need
- Hearing Loop installed

The Accessibility Plan will be monitored through the Local Governing Board.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

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This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary (and in line with the move into the new building).

3. Disability Equality Action Plan

Objective	Current actions to embed	Further Actions	Person Responsible	Success Criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Pupils with a disability will have appropriate adaptations e.g. task organisation board; access to modified resources; a writing slope or personalised version of text/ font Responses to questions may be through verbal means e.g. dictation using a chrome book, voice to text or through written, concrete or pictorial representations. Curriculum progress is tracked for all pupils, including those with a disability. Training for staff on understanding access to the curriculum for all pupils Targets are set effectively and are appropriate for pupils with additional needs. Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations. Makaton is used to support communication across the school 	<p>Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</p> <p>Curriculum is reviewed to ensure it meets the needs of all pupils</p> <p>Review SEND children's access to curriculum within class sessions.</p>	Inclusion Leader and HT	<p>SEND objectives are in place for pupils with disabilities and all staff are aware of pupils' needs.</p> <p>Needs of all learners are met enabling positive outcomes</p> <p>Provision is continuously monitored to ensure any new needs arising are met.</p>

Curriculum resources include examples of people with disabilities	<ul style="list-style-type: none"> Assemblies include representation of people with additional needs in many walks of life. Respect and compassion are two of the school core values whereby children learn about similarities and differences between themselves and others. Equity is a core curriculum driver Whole school themed days are used as an opportunity to explore themes of belonging and inclusion (World Book Day) Stock of library books include texts that represent people with additional needs 	<p>Review how assemblies and workshops are used to promote inclusion.</p> <p>Curriculum is reviewed to ensure equity is reflected as a core driver</p>	Inclusion Leader All school staff	Positive attitudes towards people with disabilities are promoted
Improvements to help the hearing impaired	<ul style="list-style-type: none"> Hearing loop installed Liaise with hearing impairment team Use of radio aids when needed 	Staff trained as necessary	Inclusion Leader	Staff know how to operate/maintain hearing technology and the learning experiences of pupils are enhanced.
School visits accessible to all students	<ul style="list-style-type: none"> Audit of visits in terms of accessibility. Staff check with Inclusion Lead as part of the trip checklist. Risk assessments ensure that all children including children with physical disabilities can access trips. 	<p>Review planned trips for accessibility on an annual basis (taking into account any new children with disabilities)</p> <p>Ensure new venues and means of transport are vetted fully for suitability</p>	EVC Inclusion Leader	<p>All risk Assessments completed.</p> <p>Reasonable Adjustments made to ensure access to visits.</p>

				<p>No child will be excluded from outings, trips or residential trips because of their disability.</p> <p>Parents Involved in individual risk assessments.</p>
All children can take part in whole school events, lunchtime and after school activities	<ul style="list-style-type: none"> Whole school events are adapted to include all children 	External club providers are updated on pupils requiring adaptations.	<p>Inclusion Leader</p> <p>Class teachers</p>	No child will be excluded from extra-curricular activities due to their disability.
All staff have specific training on disability	<ul style="list-style-type: none"> Key staff are trained in diabetes management All staff complete regular EDI Training 	<p>Ensure all staff have specific training on disabilities,</p> <p>Identify training needs at regular meetings with the Inclusion Leader.</p>	<p>Inclusion Leader</p> <p>All Staff</p>	Staff are trained and equipped to work confidently with children with disabilities.
Pupil Voice	<ul style="list-style-type: none"> Pupil voice is included in Individual Action Plans All children have regular opportunities to share their views in weekly class learning forum meetings 	<p>Children with disabilities are represented in pupil voice groups</p> <p>Adaptations are made as needed.</p>	Inclusion Leader	Pupil Voice is gathered and acted upon

Objective	Current actions to embed	Further Actions	Person Responsible	Success Criteria
Improve and maintain access to the physical environment	<p>The environment is adapted to needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays • Lift • Wide corridors for wheelchair accessibility • Classroom size and dining hall support adaptive seating/ tables where advised • Accessible medical room equipped with hoist and therapy bed • Four accessible toilets in school. One of these has a hoist, changing mat and shower area. • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired 	<p>Regularly review the traffic management plan</p> <p>Communication in print around the school to help with children's understanding and visual recognition.</p> <p>Children will not be admitted to the school until we have had all of their relevant information and ensured that their needs can be met. Suitable furniture and equipment will be purchased to meet the individual's needs.</p> <p>Specific training will be arranged for staff, where necessary, to enable the individual's needs to be met.</p>	<p>Inclusion Leader</p> <p>HT</p> <p>Premises team</p> <p>Office</p> <p>All staff</p>	<p>People with disabilities are aware of wheelchair access</p> <p>Access for disabled users is monitored to ensure any adjustments are made where needed</p>
Whole School Evacuation	<ul style="list-style-type: none"> • There are enough fire exits around school that are accessible by people with a disability • All staff are aware of their responsibilities in an evacuation • Children have PEEP's if needed. 	<p>Annually, and as new children join the school throughout the year PEEPs are written as needed</p> <p>Ensure staff are aware of need to keep fire exits clear</p>	<p>Inclusion Leader</p> <p>HT</p> <p>Premises team</p>	<p>All children with physical disabilities can be safely evacuated from building in the event of an emergency</p> <p>PEEPs are prepared and</p>

		Further training on use of EVAC chair		reviewed as individual needs change
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Objective	Current actions to embed	Further Actions	Person Responsible	Success Criteria
Information is easily accessible to all members of the community with a disability	<p>Parents have access to our SEN policy/ SEN information report on the school website</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Each classroom has a visual timetable for the day. • Values characters act as encouragement for the class to show the four values of the school: Compassion; Respect; Responsibility and Courage. • PECS and Communication in print are used to provide curriculum resources where pictorial representations will support learning. • Newsletter updates provide information relevant to pupils with disabilities 	<p>Ensure parents meet and can contact SENCO to access further support and advice as needed.</p> <p>Establish a cycle of SEND /Parent forums</p> <p>Continued communication of clear policies for the administration of medicines</p>	<p>Inclusion Leader</p> <p>HT</p>	<p>All parents/ carers will be up to date and well informed of information</p> <p>Parents confidently contact SENCO for support and advice.</p>
Information on pupil progress is easily accessible to	<ul style="list-style-type: none"> • Termly consultations regarding IAPs/ EHCPs 		<p>Inclusion Leader</p> <p>Class teachers</p>	<p>Parents/carers are fully informed and can access information</p>

all members of the school community				about progress to engage with their child's learning
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4. Making it happen

Management, coordination and implementation

Responsibility for this plan rests with the Headteacher and the Academy Trust Board in the Premises and Health and Safety Governor.

Physical adaptations will be made in consultation with the Local Authority (LA) and managed by the Premises Manager.

Curriculum adaptations will be managed by the Inclusion Leader.

Day-to-day adaptations will be made by the class teacher.