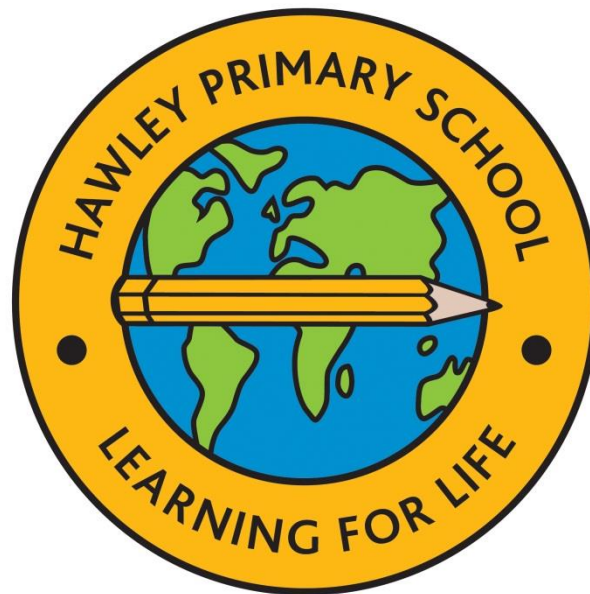


HAWLEY PRIMARY SCHOOL



ACCESSIBILITY PLAN 2022-2025

AGREED BY GOVERNORS: Summer 2022

LATEST REVIEW: Summer 2022

NEXT REVIEW: Summer 2025

HAWLEY PRIMARY SCHOOL
ACCESSIBILITY POLICY

3 Year period covered by the plan September 2022- July 2025

INTRODUCTION

The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 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 a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

DEFINITIONS

'A person who is disabled is someone who has a physical or mental impairment which has been a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.' (Implementing the Disability Discrimination Act in schools and Early Years Settings DfES 2006.)

EXPECTATIONS AND COMMITMENT

Hawley Primary School has high expectations for pupils with disabilities and expects them to be able to participate and achieve in every aspect of school life. Our commitment to equal opportunities is driven by our belief in inclusion for all irrespective of race, colour, creed or impairment.

We are committed to making sure that we:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals.

THE PURPOSE AND DIRECTION OF THE SCHOOL'S PLAN – VISION AND VALUES

This plan sets out the proposals of the Governing Body of Hawley Primary School to increase access to education for disabled pupils, as far as deemed possible, in the three areas required by the planning duties in the DDA namely:

- 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, for example large print.

This is explained in the DfE's [advice for schools on the Equality Act](#) (page 29).

This plan must be reviewed **every 3 years**. Attached is the Accessibility Plan for Hawley Primary School 2022-2025.

INFORMATION FROM PUPIL DATA AND SCHOOL AUDIT

Hawley Primary School is a 1.5 form entry primary school set within a residential area of Hawley near Blackwater, Camberley. The school has its own site with the majority of children coming from the immediate vicinity of Hawley and the local areas of Blackwater, Fernhill, Cove and Camberley.

There are currently 308 pupils on roll. The percentage of free school meals and SEN is low at 8% and 9% respectively (Summer 2022). There are 10 pupils with Education Health Care Plans in the school. There are currently no children identified as disabled on roll at Hawley Primary School and no pupils identified as such in the new intake for September 2022. Children identified with additional needs are:

- 1 pupil with Speech Disorder
- 2 Pupils with Social, Emotional and Mental Health needs
- 2 pupils with Downs Syndrome
- 5 pupil with Autism

The school building is largely single storey with 2 classroom bases positioned upstairs. The school varies in levels throughout the building with some parts of the building accessed via internal stairs. Most classrooms have access to outdoor space although not easily accessible by wheelchair. The main front entrance has access via a flat pathway. All other doorways are not ramped.

Consideration to accessibility has been given to all building works since January 2008. The purpose of this policy is to ensure a clear plan of action is in place for all future development.

The building was assessed in July 2010 for the potential of receiving a pupil with physical disability. The building was not deemed appropriate for receipt of pupils requiring wheelchair access due to the significant changes in floor levels throughout the building. Provision of ramps was also considered. However, due to lack of 'lead-in' space, provision was not deemed possible.

The school works closely with feeder pre-schools and outside agencies to identify individual pupil needs, before they arrive at the school, whilst they attend and when transferring to future schools. Staff are made fully aware of the DDA requirements to ensure needs are met appropriately in all respects.

Account is taken of:

- The physical environment of the school
- The curriculum
- The ways in which information is currently provided for disabled pupils

In doing so we aim to acknowledge the following:

- The presence of disabled pupils in the school and the pattern of their participation in the life of the school
- The profile of disabled pupils coming into the school and of those who may not have been admitted to the school to date
- Patterns of attendance and exclusion
- Areas of the curriculum to which disabled pupils may currently have limited or no access
- The participation of disabled pupils in off-site activities
- Parts of the school to which disabled pupils may currently have limited or no access
- The impact of the school's organisation on disabled pupils
- The school's policies, practices and procedures relating to aspects such as Anti-Bullying, School Trips etc.
- The way risk assessments are carried out as well as learning and teaching, timetabling and administration of medicines
- The priorities currently set in other action plans, particularly the School Strategic Development Plan
- The outcomes for disabled pupils, including a detailed analysis of progress data, learning and end of key stage outcomes as well as detailed information showing how well disabled pupils are

accessing the curriculum, e.g. through lesson observations in different curriculum areas and achievements in extra-curricular activities

KEY PRIORITIES IN THE SCHOOL'S PLAN

(1) To increase access to the curriculum for disabled pupils

The school will take account of the reasonable adjustments duty and the planning duties to improve access to the curriculum for disabled pupils. Over time we will plan for the curriculum to become more accessible to all pupils by:

- Taking account of individual needs in future planning so that there is a gradual incorporation of adjustments in the curriculum
- Developing staff knowledge and skills in supporting children with an ASD diagnosis so they are better prepared to enable strong curriculum access
- Reviewing the deployment of support staff around the school to ensure staff are centred on the classes or year groups with greatest need, in turn improving access for all.

(2) To improve the physical environment of the school to increase access to education and associated services at the school

The school will make planned improvements to the physical environment to increase access for disabled pupils to education and associated services. These improvements will apply to classrooms, the outdoor school environment, during and outside the school day (before and after school activities) and on the school site or when off site on school trips etc.

When making changes to the physical environment the school will consider all aspects:

- Improving school décor to ensure it meets all learners needs
- Ensuring all school staff have access to equipment which will improve children's access to learning within the classroom, outdoors and wider school site
- Involvement of external agencies to support access arrangements for children who have specific needs which fall outside of the school's typical design and layout.

(3) To improve the provision of information for disabled pupils where it is provided in writing.

We will improve the delivery of written information for disabled pupils which is provided for pupils who are not disabled by:

- Information provided within a reasonable time and in ways which are determined after taking account of their disability and any preferences expressed by them or their parents.
- Making information available in: Braille, large print, simplified language, on audio tape, on video tape, through sign language, using a symbol system.
- Identifying appropriate formats to take account of: pupils' impairments, preferences expressed by pupils and parents.

MAKING IT HAPPEN

Hawley Primary School Accessibility Action Plan will be resourced and implemented as detailed in the plan. The plan will be in place for a period of 3 years from September 2022 to July 2025 when it will be reviewed and revised. The Governing Body will review the plan annually through the Governors Curriculum and Standards Committee. The school will report annually on the Accessibility Plan and other aspects of the DDA and SEN duties through the school brochure.

MANAGEMENT, CO-ORDINATION AND IMPLEMENTATION

The overall responsibility of the school's Accessibility Plan lies with the Governing Body. However, improving access for disabled pupils requires everyone at Hawley Primary School to understand the

duties in the DDA and apply this knowledge in their own area of responsibility. The Governing Body will assess the impact and progress of this policy on the school's practice.

AVAILABILITY OF THE ACCESSIBILITY PLAN

The Accessibility Plan will be available through the school's brochure and the school's website. Feedback in relation to the plan will be encouraged in order to improve on and develop the plan to best effect. A hard copy will be made available on request from the School Office. Where specific information is required then this would be available from the SENDCo.

HAWLEY PRIMARY SCHOOL
ACCESSIBILITY PLAN SEPTEMBER 2022 - JULY 2025

PRIORITY	OBJECTIVE	CURRENT BARRIER	ACTIONS	BY WHOM AND BY WHEN	COMPLETED
<p>(1) To increase access to the curriculum for disabled pupils</p>	<p>To take full account of individual needs of pupils joining Hawley Primary School in relation to the whole curriculum.</p> <p>Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.</p> <p>Review TA deployment</p>	<p>Limited awareness amongst whole school staff.</p> <p>Increasing number of children with a diagnosis of ASD and other specific learning difficulties.</p> <p>Limited outlook on whole school needs</p>	<p>Consider National Curriculum in relation to children’s needs and adapt and amend accordingly. Purchase relevant resources.</p> <p>Adapt medium term planning as appropriate – liaise with SENDCo accordingly.</p> <p>HT and SENDCo to liaise re needs and plan staff meeting time to inform staff.</p> <p>Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.</p> <p>In review meetings with teaching assistants establish when they are available to support children each day</p>	<p>All teachers Ongoing</p> <p>SENDCo with all teachers Ongoing from Sept. 2022</p> <p>KS Leaders July 2023</p> <p>HT/SENCo Ongoing from September 2022</p>	
<p>(2) To improve the physical environment of the school to increase access to education and associated services at the school</p>	<p>School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.</p> <p>Furniture and equipment</p>	<p>Staff Awareness</p> <p>Knowledge of what is needed to meet needs – liaison with outside agencies.</p>	<p>The use of tinted screens on class displays to support the learning of all children.</p> <p>Coloured backgrounds to be used on IWB resources.</p>	<p>HT/ICT Lead Sept. 2022 onwards</p>	

	<p>selected, adjusted and located appropriately, e.g. writing slope, wedge support, sit still mats, foam mats for break and lunch play etc.</p> <p>To assess needs of any individuals joining the school to identify personal requirements.</p>	<p>Funding</p> <p>Varied based on children's need. Variety of needs within Hawley Primary School to date and staff knowledge on these. Accessibility around the school site depending on children's individual needs</p>	<p>As appropriate to children joining the school</p> <p>As appropriate to children joining the school. Access to external agencies who can support with access needs if required.</p>	<p>HT, SENDCo and Outside Agencies as appropriate to pupil joining the school</p>	
<p>(3) To improve the provision of information for disabled pupils where it is provided in writing.</p>	<p>To ensure all information currently provided is in an appropriate format to meet the needs of pupils and parents joining the school i.e. Braille, large print, audio, simplified language etc.</p>	<p>Audit of current information provided and level of appropriateness to meet needs.</p>	<p>Identify appropriate sources of support e.g. Braille, symbols for signage etc.</p>	<p>HT/AHTs</p> <p>Ongoing from September 2022 onwards</p>	