

Accessibility Plan

2021 – 2024

School Values

At Hovingham Primary our curriculum is designed to inspire children and develop their curiosity through our values of respect, tolerance, perseverance and creativity. We are determined that ALL children will achieve their academic and personal potential which prepares them for the opportunities, responsibilities and experiences for life.

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. The Act ensures that Schools and Local Authorities have to carry out accessibility planning for disabled pupils, in accordance with relevant health and safety standards.

Definition of disability according to the Equality Act 2010 - A disabled person is someone who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

This definition provides a relatively low threshold and includes more children and staff than many realise – 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. Children and young people with such conditions as described below do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Conditions may include (list is not exhaustive):

Hydrocephalus	Autistic spectrum disorder
Cystic fibrosis	Downs syndrome
Severe asthma	Epilepsy
Diabetes	Sickle cell anaemia
Cancer	Dyslexia
Multiple sclerosis	Learning difficulties
Hearing or visual impairment	HIV
Cerebral palsy	Facial disfigurement
Muscular dystrophy	Gross obesity
Mental health issues	Diagnosed eating disorders
Incontinence	If a person has been disabled in the past they are still covered by the legislation for the rest of their life
ADHD	

A copy of the Accessibility Plan is posted on the school website and on the school's cloud.

The Accessibility Plan is listed as a statutory document of the DfE's guidance on statutory policies for schools. The plan will be reviewed every three year or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Vice Principal. At Hovingham Primary School the plan will be monitored by the Vice

Principal, evaluated by the Pupil Support Committee and monitored by the Resources Committee.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents - Health & Safety Policy and strategy, SEND Policy, Supporting Children with Medical Conditions Policy and Complaints Policy.

Identifying Need & Support

For children who are new to our school, we find out more information about disabilities and health conditions in early communications with parents and carers as part of our Admissions process. A Family Support Worker meets with parents and carers prior to each child starting. Parents of a child with a disability or access needs, meet with a member of staff from the Inclusion Team who can then “plan ahead” for the child's needs.

For children who are already at school, we ask parents and carers to keep the school informed of any changes to the information they have provided. The parents and carers are requested to update their information annually. If any information is unclear meetings are held with parents to clarify details. Regular visits by outside professionals are encouraged and facilities provided as necessary.

Our Aims

Hovingham Primary's accessibility has 3 main aims:

1. Improve early identification of need and development of plans to support children.
2. Increase access to the curriculum for children with a disability, covering teaching and learning and the wider curriculum. It also covers the provision of specialist aids and equipment, where reasonably practicable, which may assist children in accessing the curriculum.
3. Improve access to the physical environment to increase the extent to which children with a disability, medical condition or other access need can access education and associated services.

Aim 1: Improve early identification of need and development of plans to support children				
Target	Actions	Timescales	Person(s) Responsible	Success Criteria
Ensure the admissions process specifically addresses disability, medical or other access needs	Amend the admissions form and process to communicate to the Inclusion Team	By end of Autumn term 2021 & reviewed end of Summer term 2022	KL & AL	Form updated by end of Autumn term Review completed and form amended, if required

Aim 1 (cont'd)				
Target	Action(s)	Timescales	Person(s) Responsible	Success Criteria
Understand and complete the relevant information e.g. IHCP, MIPRA, IPRA, EHCP, IEPs etc.	Staff to access training to understand why and how to complete the relevant form	By end of Summer 2022	KL & LM	All relevant staff have accessed training
Review of workforce to ensure the needs of children with a disability, medical or access need can be met	<p>Data check on children's information held on SIMs – is up to date, relevant etc?</p> <p>Staff audit completed to find out:</p> <ul style="list-style-type: none"> a) Staff skills required b) training needs identified & addressed c) Identify any additional roles required on the staffing structure to meet our children's needs 	<p>By end of Autumn term 2021</p> <p>By end of Spring term 2022</p>	KH, KL, VT & LM	<p>Data check completed</p> <p>Staff audit completed</p> <p>Training delivery plan created</p> <p>Staff structure changes (if required) presented to the governing body</p>

Aim 2: Increase access to the curriculum				
Target	Actions	Timescales	Person(s) Responsible	Success Criteria
Ensure children with medical needs are fully supported	Review and embed the children with medical needs policy	End of Autumn term	KL	Updated policy and procedure in place

Aim 2 (cont'd)				
Target	Action(s)	Timescales	Person(s) Responsible	Success Criteria
Embed the Jigsaw provision as part of the strategy to support SEMH needs across school	Develop the adults within Jigsaw Ensure there is a clear system of identification of need and support required	Ongoing but initial focus until Summer '22 By end of Summer term	KH & SW	Jigsaw staff have received ongoing professional development and produce a case study Increased staff awareness and understanding of how and when to use Jigsaw
Ensure children do not have barriers to accessing the aspirations curriculum	Embed and evaluate the aspirations curriculum and identify next steps	By end of Summer term	VT & LH	Evaluation completed identifying gaps to be addressed so all children can access aspirations

Aim 3: Improve access to the physical environment				
Target	Actions	Timescales	Person(s) Responsible	Success Criteria
Ensure there are appropriate "spaces" around school to meet the needs of SEND & SEMH children	Carry out an audit to reflect the children's needs and the current premises plan	By end of Spring term	KL & AL	Premises plan developed to address any gaps identified
Ensure that reasonable adjustments are made for children with a disability, medical condition or other access needs	Create IPRA's and access plans for individual children. Ensure that actions, including emergency evacuation procedures are clear.	Ongoing	KH, KL & Inclusion Team	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

<p>Ensure the physical environment remains attractive and engaging for all</p>	<p>School will take into account the needs of children, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements, such as improved access, lighting and colour schemes etc</p>	<p>Ongoing</p>	<p>KH & KL</p>	<p>Enabling needs to be met where possible</p>
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