

Hexham First School Accessibility Plan

Date Written: February 2019
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Responsible Governor: Rachel Shepherd (SEND Link Governor)
Adopted by Governors: February 2019
Date for Review: February 2022

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Our School Vision

We aim to ensure that we provide opportunities to ensure we are implementing our vision to ensure positive outcomes for all stakeholders.

Happy Healthy and aiming high

Hexham First School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our SEND Information Report and graduated approach. As an inclusive school we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners' needs should be met.

Hexham First School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead, so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent that disadvantage.

THIS PLAN IS AVAILABLE IN LARGE PRINT ON REQUEST.

Accessibility Plan for Hexham First School from September 2016-20

Curriculum

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review (2019)
Improve communication and language outcomes by the end of EYFS to exceed national averages in Summer 2017 to remove barriers to the curriculum for children with Speech, language and communication needs.	<p>Additional intensive speech and language support through group interventions – talk boost and Read,Write, Inc intervention</p> <p>Additional personalised interventions delivered 3x week to children with speech and language plans / specific needs</p> <p>Enhance learning environment – role play areas / imaginative play</p> <p>Whole school – Makaton as a means of communication – whole staff training</p>	September 2016 – Summer 2017	<p>PP and EYPP funding LIST – Speech and Language Therapist intervention</p> <p>Talk Boost resources / training</p> <p>Speech and language plans 3xweek for individual children</p> <p>Makaton</p>	Head teacher SENDCO Early Years Staff Early Years Leader	SEND Governor SENDCO Senior leadership Team	Summer 2018 communication and language outcomes in line with National Average. Pupil progress shows better than expected progress.
Ensure that the curriculum model is enabling SEND pupils to make good or better progress in all classes.	<p>Precisely monitoring activities on evaluating impact of teaching/curriculum on SEND pupils' progress.</p> <p>Increase SENDCO release time to include specific monitoring time – learning walk, book monitoring and meetings with teachers</p>	September 2016 ongoing	School budget - 2 session release time per week	HT Resources Committee SENDCO	SEND Governor SENDCO Senior Leadership Team	SENDCO is released one afternoon/week. SEND pupil progress is monitored termly and extra support is provided where needed.
Continue to refine the school's assessment system to capture a more precise picture of the attainment and progress of SEND pupils working below the expected level	SLT/SENDCO to investigate and evaluate assessment systems and select appropriate model which captures small steps of progress and gives leadership a clear picture of the achievement of SEND pupils.	September 2016 ongoing	Budget allocation for assessment system and training	HT SENDCO	SEND Governor SENDCO Senior Leadership Team	PIVATS has been purchased and used for children making steps of progress that cannot be captured in Whole Class Assessment templates.

Adapt the curriculum to meet specific pupils' SEND	Introduce an annual curriculum review to identify and address the needs of the current SEND pupil cohort to inform the curriculum section of the accessibility plan	September 2016 and annually thereafter		SENDCO	HT SEND Governor	Nurture groups are used to meet particular areas of need.
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Physical Environment

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Provide a suitable accessible toilet for Disabled Visitors	Building work to adapt current shower / first aid room	Summer 2016	Building work	HT Caretaker	Governors	First Aid room has disabled toilet that can be used as needed
Develop ongoing termly checklist to address maintenance issues relating to accessibility. (eg routine corridor check for impeded access)	Checklist to be developed and shared with governors and staff. Termly check reported in HT report to governors.	From September 2016		HT Caretaker	H&S Governor SEND Governor	Checklist used as and when need arises.
Evaluate user experience.	Invite wheelchair user with school council to navigate school and provide feedback to inform accessibility arrangements and annual review of plan. Identify users with other types of physical needs and repeat the exercise annually (from summer 2017) with school council, raising awareness of SEND and supporting pupils to take responsibility for improving the environment.	Summer 2016 Summer 2017		DHT H&S Governor	Governing Body School Council HT Caretaker	Children have used wheelchairs in school.

Accessibility of Information

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Ensure that all stakeholders can access written information provided by school	Specify on the school website and provide regular reminders that large type formats of any school produced documentation can be made available. School can provide help with reading any documentation. Policies to include foot note about larger print.	February 2019 ongoing	Large print versions available. School website page.	HT Office Staff	SEND Governor	Large print options clearly marked on website.

