



Halstow Primary School

Accessibility Plan

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| Reviewed policy agreed by GB on: 13 th February 2019 |
| Reviewed policy shared with staff on: 28 th February 2019 |
| Policy to be reviewed again on: 28 th February 2022 |

This Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school and covers the period from
January 2019 – January 2022

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Halstow Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on a bi-annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Learning by Design
 - Health & Safety
 - Equality of Opportunity Policy
 - Inclusion Policy
 - Relationships and Positive Behaviour Policy
 - Anti-Bullying Policy
8. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
10. The Plan will be monitored through the Business Committee
11. The school will work in partnership with the local education authority in developing and implementing this plan and will adopt in principle the "Greenwich Accessibility Strategy, Access to Learning".
12. The Plan will be monitored by Ofsted as part of their inspection cycle.
13. The Plan will be reviewed bi-yearly

Halstow Primary School Accessibility Plan 2019-2022
Improving the Physical Access at Halstow Primary School

| Aim | Current good practice | Actions to be taken | Person responsible | Timescale |
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| <p>Improve and maintain access to the physical environment</p> | <p>Halstow is a two form entry school spread across three floors. Children with mobility differences are able to access the lower level of the school independently and require support to access the higher levels.</p> | <p>Accessible refreshments to be available in the ground floor for visitors who use wheelchairs.</p> | <p>Premises manager</p> | <p>By 2020</p> |
| | <p>The school's main entrance does not have steps in order to support those with a physical disability, in a wheelchair or walker to access the school office and ground floor. We keep all areas of the school free from clutter and obstructions.</p> | | <p>Premises manager</p> | <p>By 2020</p> |
| | <p>One accessible adult toilet is located on the ground floor of the school. Changing area is available in accessible toilet.</p> <p>A shower is available for any child/staff member that requires it but this is half way up the school.</p> | | <p>Premises manager</p> | |

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| | <p>The playground is regularly monitored and assessed.</p> <p>All staff and/or children with short or long term accessibility difficulties are risk assessed and a PEEP (personal emergency evacuation plan) is drawn up and regularly reviewed.</p> <p>Educational visits and any activities in school such as: sports day, enrichment groups, visitors are made as accessible as possible. For Educational visits, an individual risk assessment outlining adjustments and staffing (if required) is drawn up and agreed with parents/carers.</p> | | | |
| Increase access to the curriculum for pupils with SEND | <p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils,</p> | <p>SLT to continue to monitor through book looks, planning looks, observations and discussions with children, teachers and parents</p> <p>Parent workshops on specific areas of SEND</p> | <p>Inclusion Leader, SLT and school staff</p> <p>Inclusion Leader</p> | <p>Ongoing</p> <p>2021</p> |

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| | <p>including those with a disability.</p> <p>Interventions are pitched at the next step in learning to enable children with SEND to make good progress. Interventions are evaluated termly and targets are reviewed.</p> <p>Specialist staff support areas of the curriculum to ensure good progress is made.</p> <p>Termly pupil progress meetings allow teachers and SLT to discuss children who may need additional support.</p> <p>Regular support from outside agencies, including, Educational Psychologist, ASD outreach and Speech and Language therapy.</p> <p>Staff undertake yearly training in epipen and asthma</p> <p>Teaching and support staff undertake regular training on supporting children with SEND and personalising learning.</p> | <ul style="list-style-type: none"> • ASD and visual support • Early language • SEMH <p>Teacher drop in's with dyslexia specialist and Inclusion Leader</p> | <p>Inclusion team</p> | <p>Ongoing</p> |
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| <p>Access to specialist provision for children with complex needs</p> | <p>Breakfast and Lunch time group for children who struggle maintaining appropriate relationships on the playground</p> <p>Restorative approach used as a whole school strategy to support children's understanding of their own behaviour and its consequences</p> <p>Whole school training on attachment and how this presents in the classroom.</p> | <p>Parent drop in's with Learning mentor to support parental well-being and emotional health</p> <p>Review cohort of children accessing SEMH provision, their targets and next steps</p> <p>Teacher and support staff training in supporting children with SEMH difficulties</p> | <p>Inclusion Team</p> | <p>2020</p> |
| <p>All out-of-school activities are planned to ensure the participation of the whole range of pupils</p> | <p>Children with EHC plan's access after school clubs with additional support where possible</p> | <p>Review all out-of-school provision to ensure compliance with legislation</p> | <p>SLT</p> | <p>2021</p> |
| <p>Maintain Dyslexia friendly status</p> | <p>School are able to assess children for dyslexia and therefore there is a reduction in waiting time for children at Halstow gaining diagnosis.</p> <p>Literacy team support individual children who have been identified with literacy difficulties. These children have individual plans which are reviewed regularly by specialist teacher.</p> | <p>Maintain dyslexia friendly status</p> <p>Parent workshops on supporting children with dyslexia</p> | <p>Inclusion Team</p> | <p>2021</p> |

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| | <p>Teaching and support staff have access to regular training.</p> <p>Class teachers set up classrooms using 'dyslexia friendly' standards</p> <p>Regular learning walks undertaken by SLT and dyslexia lead</p> | | | |
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