

## **New Hinksey C.E. Primary School Access Plan**

**2017-2020**

New Hinksey Primary is a small, nurturing school where we believe learning rooted in enquiry, first-hand experiences, and led by children's interests is key. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

We have high expectations for all our pupils and we expect pupils with a disability to participate and achieve in every aspect of school life. As such we are committed to:

- \* Setting suitable learning challenges
- \* Responding to pupils' diverse needs
- \* Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- \* Promoting the individuality of all our children, regardless of difference

### **Purpose of Plan**

The aim of this plan is to set out the commitment of the Governing Body to the principles of inclusive education by removing barriers to progress and making reasonable adjustments to reduce disadvantage. This plan shows how New Hinksey Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The tables below outline the action plan showing how the school will address the priorities identified in the Access Plan.

### **Definition of Disability**

The Equality act 2010 and the Equality Duty 2011 place responsibility on schools to remove discrimination against pupils with disability. The Equality Act and the Disability Discrimination Act 1995 define disability as when a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

The definition includes a wide range of impairments including sensory impairments and those affecting sight or hearing. The definition can also include hidden impairments such as

Autism, Attention Deficit Hyperactivity Disorder (ADHD) and speech and language impairment.

Some disabled pupils may also have special educational needs (SEN) and may be receiving support via school-based SEN Support or have a statement/Education Health Care Plan. The fact that a disabled pupil has SEN does not remove the duty to make reasonable adjustments for them; some disabled pupils with SEN will still require reasonable adjustments to be made in addition to any support they receive through SEN provision.

The Equality Act requires school to make “reasonable adjustments” to their policies, procedures and practice to accommodate pupils with disability in school life.

**The two key areas for the Access Plan are:**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of school (this includes improvements to the physical environment of the school and physical aids to access education)

**Contextual Information**

New Hinksey Primary School has been in its current location since 1894. The majority of the 3 buildings are Victorian and there is a more modern Foundation Stage Unit adjoined to the original buildings, built within the last 10 years. There is a separate building for the reception door entrance and admin/Headteacher’s offices. There are 6 classrooms in addition to the Foundation stage, an art/DT room, a library and a computer/learning suite. All of the classrooms and teaching spaces have very high ceilings. The original main building is 2 storeys high with one stone staircase of 32 steps – 4 runs of 8 steps and 3 right angle corners. The top floor is also ‘split level’ with a further 4 steps down to one classroom and the library. There are no toilet facilities on the upper floor. All the toilets are on the ground floor. The school has no onsite carpark and is situated towards the end of a terraced residential street. Entrances to the school are from the public pavement and there is no dropped curb. A wheelchair user could access the site if they were to mount the pavement a little way from the school where there is dropped pavement, have a playground gate opened for them and then most of the ground floor classrooms, the foundation stage and a disabled toilet could be partially accessible with support for managing the variety of doors some of which are the original Victorian ones. The administrative block is less accessible as there is a very narrow, short corridor between both sides. The upstairs floor is inaccessible for wheelchair users and has been deemed not suitable for a lift or stair lift.

There is a ramped access to the Foundation Stage unit from the main playground. There is a split site playground with the largest play area being across a round with raised curbs on both sides and 2 gates.

At present we have no wheelchair dependent pupils, parents or members of staff.

## Current Range of Known Disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities and emotional difficulties, interaction and communication difficulties and hearing impairment.

We currently have no pupils, parents or staff with have visual or physical impairments.

## Action plan 2017-2020

### Action 1: Increasing the extent to which disabled pupils can participate fully in the curriculum

At New Hinksey Primary School we believe that all pupils should be enabled and encouraged to participate fully in the life of the school. Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. Teachers at New Hinksey Primary School plan and deliver outstanding lessons. Planning is differentiated to take into account individual/group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas. All teachers and teaching assistants have the relevant skills and experience to enable them to teach and support pupils with a variety of disabilities.

It is a core value of the school that all children are enabled to participate fully in learning, showing thoughtfulness, tolerance and respect to all. All children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
<b>Ensure the school curriculum is fully accessible to all pupils including those with a disability.</b>	Monitor school population (pupils/parents/staff) to identify those with a disability/needs in order to identify those who may need additional or different provision. Set up a system of individual access plans for disabled pupils when required. Ensure all staff are aware of disabled children's curriculum access.	Autumn 2017, Autumn 2018  Ongoing adaptations as required.	SENDCo/ Headteacher	Disability and medical records are up to date for current school population and parents and appropriate provision and adjustments are in place where necessary.  All staff aware of individuals needs and plans as appropriate.  Raised staff confidence in strategies for

	<p>Increase confidence of all staff in differentiating the curriculum through relevant CPD and/or specialist input</p> <p>Ensure classroom support staff have specific training on disability issues</p> <p>Make sure necessary equipment is available and staff briefed/trained on its use.</p>	<p>Ongoing and as required.</p> <p>Training requirements to be assessed annually.</p>		<p>differentiation and increased pupil participation and progress.</p> <p>Lesson observations demonstrate improved skills in using a range of strategies to support children's needs.</p> <p>Wider use of SEN resources in classrooms</p>
<p><b>Disabled pupils are encouraged and supported to attend after school activities, school trips and play times.</b></p>	<p>Designated TAs are used to support an individual's SEND needs (after school clubs, playtimes, trips and visits) as required depending on the nature of the club/activity.</p>	<p>Autumn 2017</p>	<p>Sendco</p> <p>All staff</p>	<p>Disabled pupils attend a variety of after school clubs and play an important role in the school community.</p> <p>Children with disabilities access school trips, special events and are supported at play times if needed.</p> <p>Disabled pupils feel safe and well supported as an active member of school life.</p>

### Action 2: Improving the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We continually review resourced provision in light of needs. To meet individual, specific needs, provision will be adapted based on assessment, advice and guidance of health and other professionals. In order to ensure that the school is as accessible as possible given the building constraints, we continue to consult with specialist teachers, advisors and professionals when considering the purchase of specialist equipment or investment in structural changes.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
<p><b>To ensure that access needs of pupils, staff, governors, parents and visitors with</b></p>	<p>To create access plans for individual disabled pupils when required</p>	<p>Beginning of the academic year.</p>	<p>SENDCo/ Headteacher</p>	<p>All staff, parents, pupils and governors feel confident their needs are met at</p>

<p><b>disabilities are known and met.</b></p>	<p>Be aware of staff, governors and parents access needs and meet as appropriate.</p>	<p>Ongoing.</p>		<p>school.</p>
<p><b>To ensure that the physical and visual environment is engaging, informative and suitable for all</b></p>	<p>The school to consider the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning improvements. Displays and signs are clear following guidelines for a Dyslexia friendly school and use visuals to support communication</p>	<p>Ongoing.</p>		<p>Parents have full access to all school activities.</p> <p>All pupils</p> <p>Sensory impaired people feel safe and confident to access and negotiate the school grounds.</p>
<p><b>Ensure all pupils can be safely evacuated in the event of a fire or other emergencies.</b></p>	<p>Playground, step, fire exit signs and markings need to be clear and regularly refreshed. Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils who require this.</p>	<p>Beginning of the academic year.</p>	<p>SENDCo/HT</p>	<p>All disabled/SEN pupils and staff working alongside them are safe in the event of a fire.</p> <p>All fire drills are successful and children are evacuated efficiently</p>

**Plan agreed:** November 2017

**Plan Review:** Summer 2020

**Lead member of staff:** Headteacher who is also SENDCo