

# HINCHLEY WOOD PRIMARY SCHOOL

## Accessibility Plan (2016-2017)

(Latest up-date: September 2016)

### Introduction

The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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.

**Definition of Disability:**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

**The purpose and direction of the school's plan**

At Hinchley Wood Primary School 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. HWPS promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

**Information from pupil data and school audit**

We currently have a whole range of children of all backgrounds, needs and abilities. We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

1. IMPROVING ACCESS TO THE CURRICULUM & RESOURCES LINKED TO CURRICULUM ACCESS FOR ALL				
Target	Action	Resources	Timescale	Outcomes
Develop a knowledge of the learning resources available for pupils with different disabilities	<u><b>Subject co-ordinators to investigate resources specifically designed to enable disabled pupils to participate in the curriculum and bid for these within the delegated budget as required.</b></u>	Catalogues Websites Contacts within Surrey CC - (eg Physical and Sensory Support Team)	PSHE reviewed 2010-2011 & 2013-14  Subject leader action plans  Budget bids, as required	Curriculum Leaders to research resources and bid as required.  <b>Resources are budgeted for and provided as required.</b>
Include within annual budget planning the capacity to respond to specific needs in terms of access to the curriculum.	Budget planning		2011-12 & annually, as required.	Financial planning in place to respond to specific needs as required.
Accessibility and equality issues are incorporated into the explicit PSHCE curriculum.	Senior & Curriculum Leadership teams to review curriculum map annually.	Just Like Us! Pack and website ( <a href="http://www.justlikeus.org.uk">www.justlikeus.org.uk</a> )	2011-12 & reviewed annually.	Pupils will have greater understanding of accessibility and equality issues. (Ref Curriculum map)

<p>Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities.</p>	<p>Thorough planning for all trips including advance visits.  Completion of EVOLVE Form and Risk assessments.</p>		<p>As required - ref trips &amp; visits map.</p>	
<p>Understanding of accessibility and equality matters are further developed across the school learning community on a regular basis.</p>	<p>Activity weeks with a school values focus are planned annually and include the involvement of pupils, staff,  Governors, parents and members of the local community, as required by the focus of the week.</p>	<p>To be determined by the specific focus of the activity week.</p>	<p>Annually (from 2008-9)</p>	<p>This is reflected in the attitudes and understanding of the children and the school community in terms of differing needs and skills.  (annually, as of 2008-9)</p>

<b>2. IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT</b>				
Target	Action	Resources	Timescale	Outcomes
To be aware of the access needs of disabled children, staff, governors and parents/carers	<b><u>Create access plans for individual disabled children.</u></b>  Ensure staff, parents and governors can access areas of school used for work / meetings.	As needed.  Annual survey of parents (APS) and staff (at Autumn term performance management)	Annually	
Ensure all disabled people can be safely evacuated	<b><u>Personal emergency evacuation plans</u></b> are drawn up for all disabled pupils by staff with parents and the Inclusion Leader, advised by Surrey CC, as required.		As required	
To provide level and wide access to all areas of the school	Portakabin to include level access and doorways wide enough for a wheelchair.		With the introduction of each portakabin	The portakabin is as accessible as the rest of the school.
All members of the school community have access to the facilities and (extended) services offered by the school.	SENCo, OSHL & Extended Services Manager report to the full GB on accessibility matters within their range of responsibility.	Ref GB meeting minutes.	Annually	Governors are fully appraised of accessibility matters and challenges to inform budget planning as appropriate across all areas of school provision.

<b>3. IMPROVING ACCESS TO INFORMATION</b>				
<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Outcomes</b>
Invite parents, annually, to comment on arrangements for / suggest amendments for (or additions to) accessibility to whole school information.	Annual Parents' Survey	Survey Monkey	Annually	Report and respond to survey outcomes as required.