

# ACCESS PLAN FOR NORTH HINKSEY PRIMARY SCHOOL



2018 – 2021

## **Values**

We are a Church of England School and all our work is underpinned by core Christian values of faith, hope and love.

## **Vision**

To provide a high quality, holistic education, enabling everyone to flourish and achieve through developing their intellectual, spiritual, physical and emotional wellbeing.

## **Aims**

Create a safe, enjoyable and nurturing learning environment

Provide outstanding pastoral care for everyone

Value, encourage and equip every member of the school team in their respective roles

Create a culture of high expectations through all areas of school life

Create a motivating learning environment through inspirational teaching

Support all children to engage fully in their own learning and promote a love of learning

Encourage each child to develop self-confidence, practise care and respect for others

Welcome difference and celebrate all that we can learn from each other

The Equality Act, Schedule 10 requires all schools to have an Accessibility Plan.

The purpose of North Hinksey C E Primary School's Accessibility Plan is to meet the requirements of the Equality Act and to support:

- a) Increasing the extent to which pupils with a disability can participate in the curriculum;

- b) Improving the physical environment of the school for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities and services;
- c) Improving the delivery to pupils with a disability of information which is readily accessible to pupils who do not have a disability.

North Hinksey C E Primary School recognizes that a person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities.

North Hinksey C E Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to continually developing a culture of inclusion, support and awareness within our school. Training and guidance will be provided to all members of staff to ensure that they can participate in delivering the plan.

This plan will be monitored regularly by the Local Governing Body and will be reviewed every three years to continue to ensure that it is appropriate to the needs of our school.

It will be shared with all employees, and in the wider school, to ensure transparency and to foster the view that delivering accessibility is the responsibility of the school community and not just the Local Governing Body and Headteacher.

Section 3 of first target: To promote positive attitudes to differences including physical and mental needs. The objectives - Through new PSHE scheme of work regular teaching opportunities to explore differences between people.

Seek opportunities to promote people are different through a range of visitors and visits.

Then 2<sup>nd</sup> action...

**Action 1: Increase the extent to which pupils with disabilities can participate in the curriculum**

Target	Action Needed	Responsibility	Outcomes	Time Frame
To improve access to the curriculum and wider resources through up to date and efficient technology	<p>Liaise with external professionals who are supporting pupils with disabilities for advice about appropriate technology.</p> <p>Purchase/hire technology as appropriate.</p> <p>Staff receive CPD in order to fully support children using new technology.</p>	<p>SENCo</p> <p>Class teachers</p>	<p>All pupils can access the curriculum with the support of appropriate technology.</p> <p>Staff are confident with the use of the technology provided.</p>	Ongoing

Ensure the school curriculum is fully accessible to all pupils including those with a disability.	Monitor school population in order to identify those pupils who may need additional support. Ensure pupils with medical needs have a relevant Individual Health Plan and actions arising from this are shared with relevant staff. Ensure pupils with specific needs have an EHCP or individual plan and share actions arising from this with relevant staff. Ensure classroom staff have specific training on disability issues.	Headteacher	All pupils requiring additional support are known to the school. Pupils with medical needs are well supported and able to access a full curriculum. Pupils with specific needs are well supported and able to access a full curriculum, appropriate for them.	Autumn term annually
		SENCo		Ongoing
		SENCo		Ongoing
To promote positive attitudes to differences including physical and mental needs	Through new PSHE scheme of work, ensure regular teaching opportunities to explore differences between people. Seek opportunities to promote people are different, including those with recognised disabilities, through a range of visitors and visits.	PSHE Co-ordinator Headteacher	Pupils demonstrate a good understanding of differences between people and are fully accepting and respectful of differences.	From Sept 201 Ongoing
Develop and broaden role of pupil's voice for those pupils with SEN	Regular discussions with SEND pupils about their progress towards their individual targets, how they are supported in lessons and how they communicate their needs. Pupil voice included in every SEN review.	SENCo	Pupils have an opportunity to voice their opinions. Pupils are well supported and make good progress, as appropriate for their ability.	2x per year
				3x per year

Action 2: Improve the physical environment to increase the extent to which pupils with a disability are able to take advantage of education and benefits, facilities and services

Target	Action Needed	Responsibility	Outcomes	Time Frame
Ensure access needs of pupils, staff, governors, parents and visitors with disabilities are met.	Create access plans for individual disabled pupils when required (may be part on an EHCP). Be aware of staff, governors and parents access needs and meet as appropriate.	Headteacher/ SENCo	All members of school are well supported to access all areas of the school safely.	Ongoing/SEN reviews
		Headteacher		Ongoing
To ensure that pupils with medical and disability needs are fully supported and additional needs are met.	All children with medical needs have an Individual Healthcare Plan written detailing their needs. School Health Nurse provide training for staff where necessary – particularly for those pupils with	Headteacher Headteacher	All pupils with medical and disability needs are supported and able to access all of school life.	Ongoing Annually or when new children join

	specific medical needs requiring administration of emergency medicine. Through risk assessment and reasonable adjustment ensure children have all opportunities to attend school trips and visits.	Headteacher		Ongoing
Ensure all pupils can be safely evacuated in the event of a fire or other emergency.	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.	School Business Manager Headteacher	All pupils can safely be evacuated in the event of an emergency.	Annually (H&S audit) Ongoing

Action 3: Improve the delivery to pupils with a disability information which is readily accessible to pupils who do not have a disability

Target	Action Needed	Responsibility	Outcomes	Time Frame
For those pupils with a disability, ensure information is readily accessible	Liaise with external professionals to provide information to pupils with a disability as appropriate. This may include using simple language, pictures instead of text, braille, large print or audiotape.	SENCo	Pupils with a disability can access information.	Ongoing