

William Hildyard C of E Primary and Nursery School

A member of the Aspire Federation



Accessibility Plan 2022-2025

The purpose and direction of the school's plan: Vision and Values

William Hildyard C of E Primary and Nursery School has high expectations for all pupils including those with disabilities. There is a commitment to pupils' full participation in school activities. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement. In planning and teaching the Early Years Foundation Stage Framework and the National Curriculum, teachers ensure that they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

Information from pupil data and school audit

The school currently has an average of 24% of pupils on the SEND register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties including Speech and Language difficulties and dyslexia, dyspraxia, Autism, emotional and behavioural difficulties and medical needs, such as asthma.

The school has physical access to the main entrance and the entrance to the Foundation Stage. There is a disabled toilet facility available and accessible. The interior of the building is fully accessible.

There are three mobile units on the school site. Although the mobiles are now old, maintenance work continues to take place to ensure they are in a safe condition to be used by children. Each mobile has two points of access. Any activity which takes place in a mobile unit can take place elsewhere within the school, therefore we are not limited to their use.

Pathways of travel around the school site and parking arrangements are safe. Parking on site is limited to staff cars but emergency vehicular access is available at the front of the school. School gates are closed during the school day to prevent

vehicles entering the site. The school car park is outside of the main premises and there is a public footpath which makes access safe. This is currently used as staff parking and parking for parents and visitors is available in the large Tesco car park, adjacent to the school. Parents now collect children on foot from the school car park.

Emergency and evacuation procedures are accessible to all present. Alarms are auditory and the assembly point is the far side of the field.

Space is available for quiet work and small group work.

Furniture and equipment are selected as standard and age related as appropriate.

All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in dramatic productions, music, PE and class worships.

School visits, including residential visits, are made accessible to all pupils irrespective of attainment or impairment.

Teacher and Teaching Assistants (TAs) attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' personal education plans and liaise with specialist and support services. Our Special Education Needs and Disabilities Co-ordinator, Mrs Pennell, works across both schools within the Federation, the equivalent of two days at each, and supports pupils, parents and staff.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

Access to information in the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources for those pupils who require it. Pupils with visual and specific reading difficulties who have trouble reading or copying from the board are given printed copies of texts, or information is written down for them. A range of support is offered for those pupils diagnosed with Dyslexia or with Dyslexic tendencies.

We have a clear policy on the administration of medicines with staff trained to administer epi-pens and insulin. There is a register of pupils with medical needs. This information is passed on to the Midday Meal Supervisors.

Epi-pens, inhalers and insulin are always taken on visits out of school. Staff trained in the use of first aid always accompany educational visits.

Management, Co-ordination and Implementation

- School staff, through staff meetings and identification of staff training needs, to be aware of the DDA and how the disability duties apply to schools.
- The Governing Body will have overall responsibility for the plan and will set priorities related to their responsibilities for the plan, including direction, vision, monitoring, review and annual evaluation.
- The Access Plan, whilst remaining a separate plan, will be embedded within the School Improvement Plan.
- The Access Plan will be co-ordinated with the school's responsibilities towards disabled staff under Part 2 of the DDA and towards the general public under Part 3 of the DDA and our duties under Health and Safety, race and Human Rights Legislation.
- The Governing Body will report to parents on the school's accessibility plan, which will be linked to other reporting requirements on the arrangements for the admission of disabled pupils, steps taken to prevent discrimination of disabled pupils and facilities to assist access to the school.

Hard copies of the school's Accessibility Plan will be available via the school office.

According to the recommendation of the Disability Rights Commission, font size should be no less than 14 point.

The three strands

Increased access to the curriculum for disabled pupils

Improvement to the physical environment of schools to increase access to all aspects of education and associated services.

Improvements in the provision of information for disabled pupils, where it is provided in writing for pupils who are not disabled.

Increasing access to the curriculum

This might include:

- Changes in teaching and learning arrangements
- classroom organisation
- the deployment of learning support
- staff information
- staff training
- grouping arrangements
- peer support

Improvements to the physical environment

This may include:

- lighting
- signing
- improvements to the acoustic environment
- floor coverings

- toilets and washing facilities
- furniture
- layout of the playground
- adaptable workbenches
- steps
- parking areas
- entrance/exits (including internal and external doors)
- décor
- exterior surfaces

Improving the delivery of information to disabled pupils

This may include:

- handouts
- text books
- information about school events
- homework
- accessibility of school website

It might include making information available:

- in Braille
- in large print
- on audiotape
- through sign language
- using a symbol system

Increased access to the curriculum for disabled pupils

TARGETS	STRATEGIES	SUCCESS CRITERIA	TIMEFRAME
To ensure that lessons provide opportunities for all pupils to achieve	<p>Pupils to be given Learning Objectives and Success Criteria for reading, writing and number from Year One to Year Six.</p> <p>Pupils to work in a range of ways – individuals, pairs, groups and whole class.</p> <p>Pupils in the Foundation Stage are encouraged in all areas of learning through high-quality interaction with all adults they encounter.</p>	<p>Resources are targeted more efficiently.</p> <p>Pupils achieve or exceed their individual targets.</p> <p>Monitoring of lessons to confirm that this is happening.</p> <p>Recorded observations show daily progress in learning of all children in the EYFS.</p>	Ongoing throughout the life of the plan 2022 to 2025.
<p>To ensure that all children take part in PE lessons.</p> <p>Pupils, by the end of KS2, achieve some level of competence in the water through swimming lessons.</p>	Identify pupils who have disabilities in any form which would prevent them from taking part in PE lessons. Work out a plan for each child to ensure that they are able to undertake	<p>All pupils take part in PE lessons.</p> <p>By the end of KS2, pupils to achieve 50m swimming certificates.</p>	<p>Ongoing throughout the life of the plan 2022 to 2025.</p> <p>Access to the Stamford swimming pool whilst the Deeping pool is closed.</p>

	PE to the full extent of their capacities.		
School behaviour policy ensures that the needs of all individuals are met to the best of the school's ability.	Continued development of a range of inclusion strategies involving multi-agency approaches, and use of 1:1 teaching assistants. Pupils' records to be updated and monitored on a regular basis.	No fixed term exclusions. Sufficient strategies in place to make suspension the very last resort.	Ongoing throughout the life of the plan 2022 to 2025.
All pupils are able to take part in school visits whatever their disability or impairment.	Thorough risk assessments to be carried out for all visits. Extra support staff to be used, when necessary, to ensure all pupils can go on school educational visits.	All pupils will participate in class/school visits.	Ongoing throughout the life of the plan 2022 to 2025.
Extend the use of attendance certificates to 'bravery awards'.	In order that children feel the time they spend in school is valued by all.	For those pupils who may be unable to gain an 'attendance certificate' due to periods of time spent in hospital or away for medical reasons.	When this arises as an issue in school. Summer 2023 onwards.

Improvement to the physical environment of schools to increase access to all aspects of education and associated services.

Review emergency and evacuation procedures for wheelchair users.	Consider having a paved pathway to the area where children congregate for fire evacuation procedures.	Better and speedier access to fire assembly point.	Possible building work in 2024 from premises budget.
Look at ways to increase access for wheelchair users to the library.	Talk to the Diocese about using Devolved Formula Capital to have a ramp placed at one of the entrances to the library.	All wheelchair users will be able to use the library without support from others	summer 2023/autumn 2023

Improvements in the provision of information for disabled pupils, where it is provided in writing for pupils who are not disabled.

Carry out survey of all pupils, parents/carers and staff to ascertain how we can improve the provision of information.	Design survey form and collect information. Collate all information. Speak to individuals who highlight problems in receiving information. Put into place solutions to problems highlighted.	Everyone in the school community will have access to relevant information.	Surveys to be carried out in summer term 2023. Relevant action to have been taken by the end of spring term 2024.
Review and replace inadequate lighting in all areas. Install LED lighting	A) seek advice on the lighting in all teaching areas	Visually impaired people feel safe in the grounds.	Summer 2023 to be installed during the following academic year.

where this is not already in place.	from the sensory impairment children's team. B) Seek funding from the access fund for improved lighting and replace inadequate lighting.	Access around the site is easier for all.	
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Action Points 2021/2023

Access to the Physical Environment

	Targets	Strategies	Time scale	Responsibility	Success criteria
Short term	1. School is aware of the access needs of disabled children, staff and parents/carers.	Work with the specialist team at Saint Francis special school, Lincoln, to ascertain suitable changing facilities for disabled children.	By May 2022	Executive Head teacher	Raised confidence of staff and governors in commitment to meet health and access needs.
	2. Improve access to the reception area	Put up clear signs in the reception with symbols, welcome sign in different	By March	Executive Head teacher / administrator	disabled parents/ carers / visitors feel more welcome.

