

Honeybourne Primary Academy



Turning Potential
into Success

Accessibility Policy

This policy is reviewed at least annually by the Governing Body	
Co-Ordinator	Rachel Evans-Cook
Reviewed	September 2019
Review Date	September 2020
Governor Link	Rev Scott Watts

Introduction

Since 2005 all public authorities have a duty to promote disability equality; this includes schools and local authorities. The 2010 Equality Act adds further to this duty. At Honeybourne Primary Academy we have a general duty to:

- Promote equality of opportunity between disabled people and those who are not disabled.
- Eliminate discrimination
- Eliminate harassment related to disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The school sets out a plan, reviewed each year, to show how it will address the priorities identified in the plan.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Aims

We aim to:

- Provide full access to facilities and learning
- Enable full participation in all aspects of school life for children, staff , parents and visitors with disabilities

We will do this by:

- Reducing and eliminating barriers to access of the curriculum and building
- Promoting positive attitudes and developing a culture of respect
- Having awareness of the needs of individuals within our school community
- Being flexible in approach to obstacles and seeking expert advice if needed

Accessibility Audit and actions Policy Evidence Action

Policy	Evidence	Action
All staff have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice	<ul style="list-style-type: none"> • INSET records - school and individuals • Employ member of specialist teaching service for specific pupils Team Teach Training for all key staff • Autism INSET • Attachment Disorder INSET • Specialist Assessments- reading, writing, maths • Interventions for groups and individuals • Regular assessments by Speech and Language Therapist - work to their plans • Written reports from external agencies 	Continue to train staff to meet needs of individuals
Pupils with emotional, social and behavioural difficulties are supported in school	<ul style="list-style-type: none"> • Ongoing work with our own nurture and wellbeing interventions • Counselling - Link Mentors • EP assessments • School Nurse • Teaching Assistant support for individuals • Pastoral Support Provision • Family Outreach Worker • CCN team assessments • Camhs assessments 	Maximise number of Teaching Assistants to support pastorally and in teaching throughout school
Classrooms and other are optimally organised for those with disability	Space is utilised to facilitate group and individual learning space	Utilise outdoor area and other relevant spaces in school

Work is differentiated and staff have high expectations of all	<ul style="list-style-type: none"> • Lesson observations • Learning Walks • Reviews • IEPs • Governors' monitoring • Provision map 	Continuous
Children work in different ways - group, individual and whole/cross class and teachers tap into different styles	<ul style="list-style-type: none"> • Observations • Learning walk • Book Scrutiny 	Continuous
All pupils are encouraged to take part in music, drama and physical activities	<ul style="list-style-type: none"> • Inclusion at extra - curricular clubs, visits and performances • Swimming provisions 	Continuous
Staff recognise and plan for additional time and effort needed by some disabled pupils- slow processing/writing speed, dyslexia, vision impairment	<ul style="list-style-type: none"> • Staff aware of needs - Support Plans/ staff meetings - time for pupil concerns/Class team meetings • SENDCo tracking of progress 	SENDCo work with class teachers Relevant data highlighted
Adults and children listened to and needs addressed	<ul style="list-style-type: none"> • Worry box • Listening /talk cloud • Nurture groups 	Continuous
The layout of areas around school allows access to all. Wheelchairs could get about if required	<ul style="list-style-type: none"> • Ramps are fitted • Access is available throughout school 	Ensure that no steps cause an obstruction (e.g. small step up to a small number of classrooms)
Furniture and equipment selected and appropriate	<ul style="list-style-type: none"> • Tables and chairs appropriate size • Wedges, coloured overlays, triangular grips, ICT etc to support individuals 	SENDCo to ensure that the equipment is available to all teachers
Disabled toilet facilities adequate	<ul style="list-style-type: none"> • Disabled access 	Continuous
All information presented in user friendly way Can ask for alternatives	<ul style="list-style-type: none"> • Open door policy - regular contact with parents • Seesaw 	Provide additional support for children without the home support

	<ul style="list-style-type: none"> • Office support completing forms • Feedback on parent surveys • Curriculum mornings • Newsletters / website 	
Maximise pupils' awareness of disability	<ul style="list-style-type: none"> • Through curriculum opportunities • Visitors to school • Assembly Themes 	Teachers to ensure a focus on this.