

Carleton St Hilda's Church of England Primary School



Accessibility Plan

Last updated: May 2022

Aims of the Accessibility Plan

This plan outlines how St Hilda's CE Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed **every three years** to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
	Identification of missed learning due to the COVID disruption of the last 2 years	Staff to audit what has been taught and identify opportunities to catch up missed learning	Headteacher, school advisor Teachers	Summer 2022	Staff members have the skills to support pupils with SEND	End of summer 2022
Medium term	Identification of barriers to learning	GL screeners for dyslexia and dyscalculia purchased to be used where necessary	Teachers, SENCO	Autumn 2022	Strategies and support can be put in place to ensure pupils can access their learning	Termly at pupil progress meetings
	Staff to have a greater understanding of dyslexia	Staff training on dyslexia and what strategies can help pupils	Teachers SENCo Specialist support from Red Marsh School	Autumn 2022	Strategies and support can be put in place to ensure pupils can access their learning. Provision will link to the IEP targets	Termly at pupil progress meetings

	<p>To gain further understanding and guidance on helping children with ASC and ACES meet the challenges of the curriculum and in supporting their social, emotional and communication needs</p>	<p>Training provided to staff members through Stepping Stones Inclusion Hub support</p> <p>Develop the role of the family learning mentor (part time). Work alongside other mentors, access training, build up a bank of social and emotional interventions and means of identifying needs (Boxhaul Profile)</p>	<p>Family learning mentor</p> <p>Teachers</p> <p>SENCo</p>	<p>Start Autumn 2022</p>	<p>Social and emotional needs are highlighted and targeted through clear assessment (Boxhaul profiling) and then interventions are in place to help children to self-regulate and access their learning</p>	<p>Termly at pupil progress meetings</p>
<p>Long term</p>	<p>Education Endowment Federation (EEF) recommendations to be established in mainstream setting</p>	<p>SEND CPD to increase teacher and TA expertise in theories and research that underpin EEF recommendations</p> <p>SENCo to provide guidance</p>	<p>Headteacher, SENCO</p> <p>Teaching assistants</p>	<p>Summer 2023</p>	<p>Pupils with SEND can access lessons</p>	<p>Autumn 2023</p>

		in the writing effective provision maps to ensure effective strategies and recommendations of EEF are considered SEND pupil progress meetings, walkthroughs, book looks to take place to ensure recommendations from the EEF are reflected in out setting				
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Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	The physical learning environment (classrooms) is not fully accessible	Physical environment is too cluttered and does not enable pupils, teachers and TA's to move freely around the room. This limits the amount of 'live' feedback the pupils receive and impacts upon the quality of the learning	Teachers Teaching Assistants	Summer 2022	Plans in place for the summer term – skip has been booked and better storage solutions are being looked at	Summer 2022
Medium term	Learning environment needs to support pupils who struggle with anxiety and self-regulation	Implementation of visual timetables in all classroom up to Year 4. Written and shared timetables in Year 5 and Year 6 Regulation stations in	Teachers SENCo	Spring 2022	Learning environment is accessible to pupils with visual impairments	Autumn 2023

		classrooms for those pupils who are in need				
Long term	Development of a pastoral room	Adapting the intervention room into a space that can be used by the family learning mentor	Headteacher SENCo Family Learning mentor	Summer 2023	There is a space in school for pupils when they need to regulate their emotions. A place where pupils can learn about self-regulation and how to manage their emotions and feelings	Autumn 2023

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Introduction of the new school app	A new school App will be launched to improve communication with parents and carers and allow key information to be shared quickly via the app	Office manager	Summer 2022	Improved access to information for all parents/carers	Autumn 2022
Medium term	New school website	Improvements and changes to current school website to allow easier navigation and documents, key policies and new information to be easily accessible	Office manager IT lead Headteacher	Summer 2022	Improved access to information for all parents/carers	Autumn 2022
Long term	Embed use of school APP and school website as a means of communication	Audit of website Email notification to go out parent/ carers/staff and governors to raise the profile of APP and website Regular updates on APP/ Website	Office manager IT lead Headteacher	Summer 2023	Website and App are both fully accessible and ensure good communication with our families and the local community	Autumn 2023