



Hill View Primary

Accessibility Plan: March 2016 – March 2019

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There is a duty on schools to state what action they will take to improve access and to have an Accessibility Plan.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, Governing Bodies and schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

The priorities for Hill View' School's Accessibility Plan for were identified by a planning group who consisted of:

- **Headteacher**
- **Deputy Headteacher/Inclusion Leader**
- **School Business Manager**
- **Governing Body representative from the Safeguarding Committee**

Parent and pupil views are also incorporated which were gleaned from survey (March 2015) as well as pupil interviews conducted by senior staff and governors.

Reasonable adjustments

The Equality Act 2010 and Equality Duty 2011 further enforced the responsibility upon schools to remove discrimination against pupils with disability. This legislation ensures schools make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life.

The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being 'anything more than minor or trivial'. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

The school will never charge a family for reasonable adjustments made regardless of the financial cost to the school.

Impairments

The Equality Act 2010 says that a pupil has a disability if they have '*a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities*'.

Physical or mental impairment includes sensory impairments such as those affecting sight or hearing. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis.

An impairment does not of itself mean that a pupil is disabled. It is the effect on the person's *ability to carry out normal day-to-day activities* that has to be considered. The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence

- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Special Educational Needs (SEN)

Some disabled pupils also have SEN and may be receiving support via school-based SEN support or have an Education, Health and Care Plan (EHCP).

There is still a duty to make reasonable adjustments for a disabled pupil who also has SEN however, many disabled pupils who also have an EHCP, receive all the support they need through the SEN framework.

Many disabled pupils do not have SEN, and some disabled pupils who do have SEN, still need reasonable adjustments to be made for them alongside any support they receive through the SEN framework.

Health and Safety

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this will influence the decision for whether it is reasonable to make that adjustment.

At Hill View School suitable and sufficient risk assessments are used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments may be specific to an individual pupil and any activities in question.

Proportionate risk management, relevant to a disability, is an ongoing process throughout a disabled pupil's time at the school. There might be instances when, although an adjustment could be made, it would not be reasonable to do so because the cost would be wholly disproportionate or it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

The school will not charge a child for making accepted reasonable adjustments in any circumstances, whatever the financial cost to the school.

Key duties

In accordance with all of the information above, this plan sets out the proposals of the Governing Body and Senior Leadership Team of the school to increase access to education for disabled pupils (as defined above) in the following three areas (as required by the planning duties in the DDA):

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; and
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Hill View School is a maintained primary school for boys and girls age 3 – 11yrs. The school comprises of several buildings covering a large site, all are currently single storey but, upon completion of the new build (projected July 2016), there will be one additional building that will have two storeys. This building will house 8 classrooms and a school hall.

Upon completion of the building works, the school will be able to take up to 670 children on roll. About 18% will have special educational needs or disabilities (SEND). There will be around 30 teachers, 25 teaching assistants, 15 lunch supervisors, 10 cleaners and 5 office staff. At the time of writing this plan, the school educates a number of children with additional needs including: 12 children with diagnosed Autistic Spectrum Disorders, 1 child with mild cerebral palsy, 1 child with Di George Syndrome and 1 child with Type 1 diabetes.

School Admissions

The aim of Oxfordshire County Council is for children with disabilities who are starting school to have a place in a suitably accessible, nearby, primary school which feeds into an accessible secondary school. This is to enable such pupils to have an agreed pathway for their education.

It is the County Council's policy to prioritise disabled children in admissions. The third 'over-subscription' criterion is '*Disabled children who need to be admitted to a school on the grounds of physical accessibility*'. OCC identifies disabled children at the pre-school and transfer stages and uses this information to inform the allocation of their school places, in consultation with their parents. Since September 2002 it has been against the law to discriminate in school admissions, education and associated services and exclusions. Parents have means of redress through admissions and exclusions appeals and Special Educational Needs and Disability tribunals which now sit in the Health, Education and Social Care (HESC) Chamber of the First-Tier Tribunal.

Other considerations:-

- Hill View Primary School has already made adaptations to improve access for those with physical disabilities.
- Staff work flexibly to organise classrooms to enable for all pupils.
- When arranging trips out, special attention is given to meet the needs of a child with disabilities. These needs will be highlighted on the risk assessment for the trip. Where necessary an individual risk assessment will be completed for a child with additional needs accessing that trip.
- If a pupil is absent from school for extended periods, then liaison with parents and relevant personnel from the health authority will take place in order to maintain access to the curriculum as near as possible to that being covered in school.
- All staff receive appropriate guidance and support to meet the School's duties to disabled pupils.
- The school will action any reasonable physical adjustments or provide auxiliary aids and services
- Consideration is given to ensure that sufficient and appropriate support is available to enable equal opportunities for all.

As a school community we work hard to:

- have a strong partnership between the school and home
- offer to each pupil the opportunity to fulfil their potential
- make each individual feel valued, respected and part of our community
- appreciate our role as a member of a wider community which is rich and diverse
- provide a broad and balanced curriculum which is the basis for all children to grow in understanding and the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2014
- The SEN and disability Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)

- Equality Act 2010

MAIN PRIORITIES OF THIS PLAN:

To increase access to the curriculum we will:

- Use visual prompts and resources including visual timetables to facilitate access for all pupils where these are seen to be helpful
- Promote disability awareness through the curriculum, assemblies and specific events, for example The Paralympics
- Provide specialist training for those working with children who have specific additional needs
- Ensure our Raising Achievement Plan (RAP) underlines our commitment to equal access and opportunities for all children.
- Undertake thorough risk assessments as required and take full account of the needs of disabled children
- Ensure disabled pupils are able to access a range of activities and clubs beyond the school day and participate in residential visits.

Future Developments

- On-going provision of specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum.
- Wider use of prepared visual aids and prompts including visual timetables
- Use published Occupational Therapy (OT) guidelines for pupils where physical issues present to support optimal seating positions and access equipment
- Provision of specialist audio equipment to support access for pupils who are hard of hearing

To improve access to the physical environment we:

- have made the school fully accessible for wheelchairs and frames through the use of ramps and lifts.
- keep corridors and routes clear of obstacles.
- have added handrails to steps and slopes
- have ensured that the expansion building work meets with legislation in respect of physical access for disabled learners and others.
- consider lunchtime arrangements for all pupils and make special arrangements where appropriate

Future developments:

- Upon completion of the expansion works create a nurture area
- Invite people with physical disabilities to the school to feedback on accessibility

To improve the delivery of information we:

- publish all printed distributions on our website and have hard copies available at reception
- are able to enlarge documents as required
- use coloured backgrounds on interactive whiteboards
- have coloured dry-wipe boards available
- have links with the SENSS team who provide support and guidance
- use translate apps to support communication in the classroom and at the school office
- translate documents where necessary
- have used interpreters to support key meetings

Future developments:

- increase the range of interpreters available

2016-19 ACTION PLAN

ACTION ONE: Increasing the extent to which disabled pupils can participate fully in the curriculum

Target	Action Needed	Outcomes	Time frame
Ensure the curriculum is accessible to all pupils including those with a disability	Identify pupil disabilities or medical needs that may require action to ensure accessibility	SEND and Medical Needs registers up to date	On-going
	Provide training as required to enable staff to effectively plan for and support pupils with SEND or medical needs	Staff feel confident for how to meet the needs of their learners	On-going
	Ensure teachers understand and plan for different learning styles	Varying groupings strategies will be observed in lessons	On-going
	Ensure manipulatives are available and used where appropriate	Children will know where to access, and will use, supportive equipment during lessons	On-going
	Ensure Quality First teaching develops across the school	Children will have individual needs met – eg use of laptops, iPads and alternative recording methods – and this will be evident in observations and learning walks	On-going
	Through survey - understand parents' views and wishes with regards to children's needs	The accessibility plan review and development will incorporate parent views	Equality/Inclusion survey every other year (May 2016, May 2018)
Provide those pupils with higher level needs individual adult support to improve access to all areas of school life	Through risk assessment and specialist advice, plan for the higher level needs of individuals to develop their own skills towards independence	The amount of adult 1:1 time needed will reduce and independence skills will increase	On-going
Ensure access to enrichment opportunities for all	Through risk assessment and specialist advice, provide pupils with higher level needs the support required for them to access school trips and clubs	Children with high level needs will be able to access the full range of trips and clubs	On-going
To increase equality of opportunity for all	Ensure policies reflect the drive for inclusion and clearly define the role they have in ensuring equality of opportunity	Through survey, pupils and parents will report that the school promotes inclusion and equality of opportunity	Equality/Inclusion survey every other year (May 2016, May 2018)

ACTION TWO: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Target	Action Needed	Outcomes	Time frame
Access for disabled members of the school community is considered all stages of the school's expansion.	At monthly planning meetings ensure physical access is discussed and plans are made and actioned for improvement where possible	There will be minimal disruption to access to the school site during construction of the expansion build	Throughout 2016
Access for disabled members of the school community is improved.	Canvas parent and pupil feedback for suggestions to improve access to the site	The school site will be accessible throughout	On-going

ACTION THREE: Improving the delivery of information to disabled members of the school community

Target	Action Needed	Outcomes	Time frame
Understand the needs of the school community	Survey parents, pupils and staff to understand the needs of the school community including language and disability needs.	An inclusion 'profile' of the school community will be published on the school website	By the end of July 2016
	Source support agencies and partners to enable the provision of information in formats as required (eg translations, braille etc)	Important documentation (eg annual reports) will be provided in alternative formats as needed The range of formats available will be advertised on the school website	On-going By the end of July 2016
Improve services within school for those with hearing impairments	Plan for the inclusion of a Loop system enabled classroom as part of the new build	The school will be equipped if a child with a hearing impairment comes on roll	By the end of July 2016
Provide learning opportunities for parents who speak English as an additional language	Run a coffee afternoon targeted at parents who speak English as an additional language Provide English classes for parents who speak English as an additional language	Parents who speak English as an additional language a greater sense to belonging to the school community Parents who speak English as an additional language will feel more confident in using English	On-going