Hill View Primary School
The best in everyone™
Part of United Learning

Accessibility Plan 2022-2025

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Hill View Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

1. An Accessibility Plan has been drawn up to cover a three year period. The plan will be checked annually as part of the publication of the SEND Information Report. Any changes will be made as part of this process and the amended date stated at the bottom of the document.

2. The Accessibility Plan will contain relevant actions to:

   - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

   - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able- bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

   - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

3. The Action Plan for physical accessibility relates to an Access Audit of the School.

4. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

5. The School SEND Information Report on the school website will make reference to this Accessibility Plan.

6. The School's complaints procedure will cover the Accessibility Plan when reviewed.

7. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

8. The Plan will be monitored through the Safeguarding and Health & Safety Committees of the Governors.

9. The Plan will be monitored by Ofsted as part of their inspection cycle.

10. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Physical Access

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors, visitors, parents and carers. Ensure the school staff and governors are aware of access for the groups above	a) To create access plans for individual disabled children as part of their SEND Plans and/or EHCPs process b) To ensure staff, visitors and governors can access areas of the school used for meetings and events. c) Annual reminder to parents, carers through newsletter to let us know if they have any problems with	a) As required and checked when children and families, staff and governors join our school community b) Complete autumn term 2022 c) Ongoing process	a) Inclusion Lead and Class Teachers b) Head of School c) Head of School	i) SEND Plans/ EHCPs are in place for SEND pupils and all staff are aware of pupils' needs (recorded on Passports.) ii) Staff and governors are confident that their needs are met. iii) A lift is available for the 1st floor. Ramps allow the school community access to all other areas of the school. iv) Needs and access are continually monitored to answer any new needs

	access to areas of the school. d) Circulate information to relevant staff on Access to Work Scheme.	 d) Complete autumn term 2022	 d) Head of School and Health & Safety Governor Committee.	arising are met. v) Parents have full access to the school. vi) Access to Work information is in Staff Handbook and on staffroom noticeboard. vii) Volunteers are aware of needs of SEND children at all times.
Ensure everyone has access to the Reception Area	a) Ensure that nothing is preventing wheelchair access b) Check the outer door is wide enough for a wheelchair c) Provision of appropriate seating. d) Provide a bell on the counter so that wheelchair users can get the attention of staff in the office. Their approach should also been seen on camera at the gate, so help can be offered if needed. e) Provide ramped access to school and Office Staff to meet those in a wheelchair in the Main Hall if necessary. f) Portable ramp	a) b) Daily check to ensure the area is clear of obstructions as part of Health & Safety checks and audits. c) d) e) f) In place and regularly check (as above)	Site Manager, Head of School and Health & Safety Governor Committee.	i) Disabled parents, carers and visitors feel welcome. ii) Visitors can sit down in Reception. iii) Wheelchair users are not waiting because Office staff cannot see them. iv) Wheelchair users can enter the building with ease.

	available.			
Maintain safe access for visually impaired people	a) Regularly check condition of yellow paint on step edges. b) Regularly check yellow/black tape is on interior step and ramp edges. c) Regularly check exterior lighting is working, especially at front doors. d) Put yellow & black hazard tape on poles at end of play equipment to help visually impaired children as required. e) Modify resources and classroom seating to allow visually impaired child to access the curriculum.	a) b) c) d) Ongoing. These yellow/black edges to be redone as needed throughout the school year. Lighting check in Health & Safety Audit – light to be fitted near front door. e) As required and checked when children and families, staff and governors join our school community.	a) b) c) d) Site Manager and Health & Safety Committee e) Inclusion Lead and Class Teachers	i) Visually impaired people feel safe on our school grounds and in our buildings. ii) SEND Plans/ EHCPs are in place for SEND pupils and all staff are aware of pupils' needs (also recorded on Edukey Passports.)
Ensure all disabled people can be safely evacuated.	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation. c) Wheelchair users are not in classrooms where the emergency exit is down steps.	a) Sept then termly updates and added to as new children join our school.	a) b) Inclusion Lead c) d) Head of School, Inclusion Lead, Site Manager and Health & checked by Safety Committee	i) P.E.E.P. is updated termly on Edukey by Inclusion Lead ii) All disabled pupils and staff working with them are safe in the event of a fire. iii) There is constant supervision for disabled children who would need help in the event of an evacuation. iv) Disabled people in wheelchairs can be evacuated quickly and easily

	d) Portable ramp is stored in or near the classroom of any child who uses a wheelchair.			
Ensure there are enough fire exits around the school that are suitable for people with a disability.	a) Ensure staff are aware of the need to keep fire exits clear	a) Daily	a) All staff, monitored by Site Manager and Head of School	All disabled personnel, visitors and pupils have safe independent exits from school.

Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Pupils with hearing impairments have access to the curriculum	a) Provide hearing loops in classrooms of children with hearing aids b) Inclusion Lead and Class Teacher hold termly meeting with SENSS Hearing Advisor to ensure appropriate provision child(ren) with hearing aids.	a) Sept then termly updates and added to as new children join our school. b) Termly meetings, with notes added to Edukey Passport	a) Inclusion Lead and Head of School b) Inclusion Lead and Class Teacher – reporting to Head of School and Site Manager	i) All children have access to the curriculum. ii) SEND Plans/ EHCPs are in place for SEND pupils and all staff are aware of pupils' needs (also recorded on Edukey Passports.)
Staff have specific training on disability issues	a) Identify training needs at termly meetings	a) Termly audit of training needs and updated if a new SEND child joins our school	a) Inclusion Lead and Head of School	i) Staff can confidently support specific needs of children with SEND, especially physical disability.
All staff are aware of disabled children's access to the curriculum	a) SEND Plan and/or EHCP states the necessary adaptation for the child. b) Inclusion	a) Termly reviews of the SEND Plan / EHCP. b) Termly	a) b) Inclusion Lead and Head of School	i) All children have access to the curriculum. ii) SEND Plans/ EHCPs are in place for SEND pupils and all staff are aware of

	Lead and Class Teacher hold termly meeting with SENSS Advisor to ensure appropriate provision child(ren) with physical disability.	meetings, with notes added to Edukey Passport		pupils' needs (also recorded on Edukey Passports.)
All school visits, trips and enrichment opportunities are accessible to all pupils	a) Ensure venues and means of transport are vetted for suitability b) An Individual Risk Assessment is in place for a child with a physical disability.	a) b) Ongoing as needed	a) b) Inclusion Lead, Class Teacher and checked by EVC Co-ordinator.	i) All pupils are able to access all school trips and take part in a range of enrichment activities.
PE Curriculum to ensure PE is accessible to all	a) Annual Review of the PE Curriculum. b) Individual Risk Assessments and modification plans are in place for individual children with physical disability. c) Include disability sports and inspirational Paralympians at least twice per year	a) b) c) Termly review at the planning stages	a) b) PE Lead and checked by Inclusion Lead.	i) All pupils are able to access all PE lessons and take part in a range of enrichment activities. ii) They feel inspired to do so by use of PE teaching and display materials.
Curriculum and Assembly materials include disability awareness and issues	a) Annual Review of the Curriculum to include specific reference to disability equality issues. b) Inspirational role models	a) b) Termly review at the planning stages	a) b) Class Teachers and checked by Middle Leaders.	i) All pupils feel inspired to aspire by use of teaching, assembly and display materials. ii) All pupils look out for the needs of others, including those with a

	include those with a physical disability. c) Monthly Inclusion Newsletter makes the community aware of disability awareness events and support groups	 c) Monthly on Facebook, school website and emailed to individuals	 c) Inclusion Lead	physical disability. iii) Children with physical disability have high aspirations for themselves and their future. They feel welcomed and with a sense of worth at our school.

Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Signage around school to be in other languages and braille.	a) Welcome sign at the front of school includes a range of languages. b) Main door signs and signage on areas in school include a range of languages, braille and BSL. c) Braille signs placed to the right of all doorways if a visually impaired person joins our community. d) BSL Sign of the Week is displayed around school and used in class.	a) b) d) 2022-2023 academic year c) As required	a) b) c) d) Inclusion Lead, Head of School and Site Manager	i) All people feel welcomed in our school. ii) They feel safe and comfortable in our environment.
Inclusive discussion with wide access to information in all meetings	a) Immersive Reader or similar technology is in use for meetings b) Class Dojo includes a translation feature for key messages.	a) b) c) 2022-2023 academic year then ongoing d) 2023-2024 academic year then ongoing	a) b) c) Inclusion Lead and Digital Strategy Lead	i) Staff more aware of preferred methods of communication, and parents feel included. ii) School website and newsletters are accessible to all

	c) Monthly Inclusion Newsletter includes information about naturalreader.com and other accessibility tools. d) School Website to include accessibility tools and functions			