



Hallwood Park Primary School & Nursery

Accessibility Plan

Hallwood Park Primary School was built in 1972 and occupies a spacious site at one end of the Hallwood Estate. The accommodation is comprised of one building, all at ground level (apart from access to the stage in the Junior Hall) and has extensive school grounds. The school is one form entry with its own Nursery at the rear of the building.

AIMS:

So far as is reasonable, we aim to:

- Enable all pupils, including those with SEN, to access a rich and varied curriculum at the school;
- Overcome any factors which are barriers to including pupils with disabilities;
- Prioritise resources to enable all pupils to access the curriculum;
- Provide appropriate training for staff to enable them to be effective in the education of pupils with disabilities.
- Work closely with other schools, the LA and the community.
- Review school plans, policies and procedures with new intakes of children and their needs in mind.

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

(See also the school’s Equality, Disability and Community Cohesion Policy)

BASELINE AUDIT:

1. Access for disabled pupils to the curriculum.

By employing teaching assistants, the school is able to provide access to, and support learning in, most areas of the curriculum for children with disabilities. As far as budgeting constraints will allow, the school is committed to providing pupils with specialist equipment that they may require in order to access the curriculum (eg laptop computer). The school has a Nurture Group in a specially designed classroom area. This provides a calm, safe environment away from the bustle of the main classroom with high levels of staffing. In addition, three members of staff have been trained as mental health first aiders and all staff provide nurturing support to pupils as appropriate. Outdoors, there is step-free access to the pond, allotment area and most of the woodland, but paths are not laid with tarmac for wheelchair access beyond the playground areas.

The school's SENCO liaises closely and regularly with parents and other agencies to ensure that the child's educational and physical needs are met. The Nursery teacher has also attended SENCo training for Early Years specialists and, with the SENCO, she ensures that children's needs are identified as early as possible, whilst they are in the school's nursery, and referrals to external agencies made as appropriate.

Identified barriers include:

- No tactile information for visually impaired.
- Semi-open plan layout in KS1 creates the possibility of distraction and noise interference between classes.
- Light interference from windows on some classroom interactive whiteboards.
- Poor acoustics in the Junior Hall (although facilities exist to plug in microphones)
- Restrictive layout in a few teaching areas.
- No members of staff with British Sign Language qualification (although some are trained for Makaton).

2. Access to the physical environment.

The school entrance is accessed from the main driveway and has automatic sliding doors. These are wide enough for wheelchair access and the large exit push buttons are at wheelchair height. There is also a reserved parking space for disabled visitors at the front of the school.

There are two gates providing access to the playground areas and tarmac paths provide access via external doors to Nursery, Reception, Key Stage 1 and Key Stage 2 classrooms.

Security doors throughout the school are wide enough for wheelchair access but some of the electronic panels and release buttons are set high on the wall. The security doors release automatically in the event of the fire alarm being activated.

Lighting is good throughout the building and the shared spaces, including corridors, are large enough for clear passage-ways to be maintained past resources and furniture. There are also disabled toilets available for both pupils and staff.

The new Early Years outdoor learning area has improved access considerably: there is considerably more space available for a range of play activities, the tarmac paths are suitable for wheelchairs etc, and there are no steps from the playground or indoor classroom areas.

Identified barriers include:

- No tactile information for visually impaired.
- Edge of risers not identified for visually impaired. (including stage etc.)
- Some doorways onto the playground are a little restricted and are too heavy for a disabled child to use independently
- No designated Medical Room. (The Community Room provides a sufficient area for isolation, but it lacks comfort and resources are basic.)

3. The delivery of written information to disabled pupils.

The school does not currently own any Braille texts but possesses ICT facilities for enlarging text as necessary. Visualisers, interactive whiteboards, laptops, CD players etc are used and written information is read aloud in most lessons. Ongoing decisions about curriculum expenditure are made in response to the needs of the children. For individual children with diagnosed conditions, written material is photocopied onto coloured paper as appropriate and/or overlays provided.

Identified barriers include:

- No tactile information for visually impaired.
- Lack of large print resources.

TARGETS

The school will continue to use target setting, assessment and curriculum review processes to enable **all** pupils to access a rich and varied curriculum and to make good progress in their learning. (See School Development Plan, curriculum guidelines etc.)

The school will continue to involve pupils and parents as much as possible in decision-making and in reviewing educational provision.

The following targets are specific to improving accessibility for those pupils with a disability:

Strand 1:		Increase the extent to which disabled pupils can participate in the school curriculum					
Target	Strategy	Who	Success Criteria	Timescale			
				2021/22	2022/23	2023/24	
Provide appropriate training for staff on differentiating the curriculum for pupils with disabilities.	Increase links with local Special Schools, LA and SEN services. Attendance at courses when relevant (eg BSL).	SENCo	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	✓	✓	✓	
Provide specialist equipment and adult support as appropriate to a child's needs (including social and emotional).	Assess level of need on entry to school. Budget for support staff as appropriate.	SENCo/ HT/ IT coord.	Class teachers receive appropriate support from non-teaching staff. Children provided with the equipment they need to access the curriculum.	✓	✓	✓	
Improve the layout and acoustics in KS1	(Wall between the two classroom areas has been filled in, thereby reducing noise interference.) Possibly add double doors across shared area. Make use of all available teaching spaces.	HT/ /Site Manager	Children with impaired hearing or sensitivity to noise able to focus better on verbal input and participate more fully.	✓	✓	✓	
Reduce the light interference on classroom interactive whiteboard screens	Budget to replace blinds at classroom windows. Position pupils with disabilities carefully in the room.	HT/Site Manager	Information displayed more brightly and clearer on the screen. All pupils able to view and manipulate images on the screen as appropriate.		✓		
Improve layout in teaching areas where disabled children are working.	Swap furniture/buy new to facilitate mobility around rooms. Seek advice from LA on use of colour schemes etc.	HT/ SENCo/ Site Manager/ class teachers	Wheel chair access possible, visually impaired children more independent in classroom.	✓	✓	✓	

Improve access to the pond and woodland areas so that physically disabled pupils can join in outdoor learning activities.	Cut back overgrown vegetation (including trees) and make the path surfaces as firm as possible. Investigate the use of physical aids for pupils with limited mobility.	Site Manager/ SENCo	All pupils able to access the full curriculum, including the outdoor learning environment, safely. Staff are confident to assist physically disabled pupils on rough terrain.	✓	✓	✓	
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Strand 2:		Improving the Physical Environment					
Target	Strategy	Who	Success Criteria	Timescale			
				2021/22	2022/23	2023/24	
Enable pupils with visual impairment to move safely around the exterior of the school site.	Identify edge of risers (eg external steps) with a white line.	Site Manager	Visually impaired pupils able to enter and leave the buildings without injury from tripping.	✓			
Enable visually impaired pupils to move safely around the interior of the building.	Incorporate appropriate colour schemes and tactile signage during refurbishment projects. Fit blinds in rooms where there is glare from the sun.	HT/ SENCo/ Site manager	Pupils able to move around independently and access more rooms.	✓ (blinds)	✓		
Improve doorways and door openings/closures.	Apply to the LA for a grant to fit new external doors with automatic openers and wide enough to accommodate wheel chairs. (For access to playgrounds)	HT/Site Manager	Wheelchair users able to move through doorways with ease unaided. Doors to close immediately, ensuring ongoing security of buildings.			✓	
Improve medical facilities in the Community Room or another space to provide greater access for all pupils.	Apply to the LA Schools Access Initiative Fund again.	HT/ Site Manager/ Chair of Govs	Space in designated Welfare Room to accommodate pupils with disability, space for bed, appropriate sanitary facilities, communication with office etc.			✓	

Strand 3:		Improving the delivery of information to disabled pupils					
Target	Strategy	Who	Success Criteria	Timescale			
				2021/22	2022/23	2023/24	
Improve knowledge of availability of written material in alternative formats.	Become aware of services available through the LA.	SENCO / all	School able to access help immediately if a disabled pupil is admitted to the school.	✓	✓	✓	
Training for teachers on communicating using a range of different formats	IEP review meetings with SENCO. Refer to general and subject guidelines for pupils with learning difficulties. Training sessions and courses.	SENCO/ class teachers.	Teachers able to adapt their teaching methods to meet the educational needs of pupils in the class.	✓	✓	✓	
Purchase appropriate IT equipment and software to make it possible to present written information in alternative formats.	Review IT provision annually and budget accordingly.	IT Coord./ SENCO	Teachers able to present information in a wide range of formats with ease.	✓	✓	✓	

MONITORING AND EVALUATION:

The implementation of this plan will be monitored on an annual basis by the HT and SLT, reporting to the Governing Body.

Measures used to evaluate progress will include:

- Evaluative comments gathered from teaching and non-teaching staff.
- Results of Health and Safety inspections Evaluative comments from pupils and parents.
- Better links with LA and community services.
- Records of adaptations made to the fabric of the school environment.
- Funding approved for specific projects.