



Old Hill Primary School

**School Accessibility Policy and Plan
September 2020**

The purpose and direction of the school's plan

The vision and values Old Hill Primary School has the highest ambitions for its SEND (Special Educational Needs and Disability) pupils and expects them to participate fully in all aspects of school life. Our commitment to equal opportunities is led by our mission statement of '*Aiming Higher Every Day*'. The school sets challenging, but suitable learning goals, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. Old Hill Primary School makes all children feel welcome irrespective of race, colour, creed or impairment. Principles & Objectives

- In line with the school's Special Educational Needs and Disability (SEND) and Behaviour Policies all pupils are entitled to be fully included in the school environment and to receive a broad and balanced curriculum.
- The school follows the Sandwell Policy for admission to schools. The Head Teacher attends all the Rowley community *Hard to Place (HTP)* meetings and always admits HTP Pupils when the school has capacity, going over the Pupil Allocation Number (PAN) where the classroom size is adequate.
- This policy and plan should also be read in conjunction with the school's Behaviour Policy.

We endeavour to provide appropriate and effective learning opportunities for all pupils by:

1. Setting suitable learning challenges that aim to give every pupil the opportunity to experience success and achieve as high a standard as possible.
2. Responding to pupils' diverse needs ensuring that the contribution of all pupils is valued and teachers are aware of the requirements of the equal opportunities legislation.
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Information from school audit

- The school has above average number of children with Special Educational Needs and Disability, with a range of needs. The range of current SEND includes, dyslexia, learning difficulties, mild Asperger's, emotional and behavioural difficulties, hearing impairment and multi-sensory-impairment.
- Old Hill Primary School is accessible to all, as it is on one level throughout. There is a ramp at the main entrance and a ramp enabling access to the mobile classroom. There is a disabled toilet close to the main school entrance and another one in the Early Years Department. Pupils' needs will be monitored to assess if further alterations are required.
- Levels of absence among SEND pupils is in line with the rest of the school's population. SEND pupils take part in all aspects of school life: taking roles in school productions, after school clubs, team sports, choir, school council, out of school visits and residential visits. We ensure that they can participate in every activity, through careful planning and risk assessments.
- We have a clear policy on the administration of medicines, with staff trained to administer epi pens. We have an anti-bullying policy, drawn up in consultation with pupils and staff and an inclusive ethos which fosters good relationships between pupils.
- Other school practices, like Assessment for Learning encourage mutual support and partnerships between children. Outcomes for SEND pupils are good. With SEND children make expected or better than expected progress.

- The school has a fulltime nurture class which children who are unable to thrive in the classroom for extended periods. Children are integrated back into their class when they are ready. Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities. (Disability Discrimination Act (DDA) 1995 Part 1 para 1.1)

This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- The need for a mental impairment to be clinically well recognised has been removed.
- The Disability Equality in Education (DEE) recommends that all pupils with SEND and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

The definition extends to those who have had a disability. (DDA 1995 Part 1 para 2-1)

Accessibility Strategies These plan for:

- Increasing the extent to which SEND pupils can participate in the school curriculum.
- Improving the physical environment of our school to increase the extent to which SEND pupils can take advantage of education and associated services.
- Improving the delivery to SEND pupils of written information which is provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of the views expressed by the pupils, their parents or other relevant interested parties about their preferred means of communication.
- Improving accessibility to the physical environment of our school for parents / carers and all visitors.
- Improving the delivery to disabled parents/carers and other members of the community of written information which is provided to those who are not disabled. This should be done within a reasonable period of time and in formats that take account of the views expressed by the relevant parties about their preferred means of communication.

These plans will be reviewed and updated/revised at least annually (as more information becomes available). The Accessibility Plan will be included as part of the School Improvement Plan and will be relevant alongside all other school plans and policies including the Disability Equality Scheme. The school has children with a range of SEND, which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma. All inhalers are kept in the classrooms.

Target	Strategies	Who?	Success Criteria	Time Frame
To ensure the Accessibility Plan becomes an annual agenda item at FGB meetings	Clerk to Governors to add to list for FGB meetings	HT, Governors	Adherence to legislation	annually
to improve staff awareness of disability issues	Review staff training needs. Provide training for members of school community as appropriate	SENCO	Whole school community aware of issues	on-going
To ensure that all policies consider the implications of disability access	Consider during review of policies	Governors	Policies reflect current legislation	On-going
Physical Environment				
Continue to maintain outside areas to be accessible to all	Site Manager to regularly audit the outside areas	Site Manager	School playground safe and accessible for all	On-going
To maintain and develop accessibility of building.	All plans for new works include accessibility.	HT, DHT, Governors	All plans for new works include accessibility.	On-going
Equality and Inclusion				
Website accessible for all.	Written information will be provided in alternative formats as necessary.	DHT	Website accessible for all	On-going
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	PSA, Business Manager	Written information will be provided in alternative formats as required.	As required

To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written report.	Class Teachers	Parents are informed of child's progress	As requires
Curriculum				
Ensure staff have necessary skills to support all children	Continue training for teachers and support staff on different aspects of SEND including differentiation when required.	SENCO	SEND children achieve their full potential	On-going
Target	Strategies	WHO	Success Criteria	Time Frame
Out of school activities are planned to ensure the participation of the whole range of pupils.	Review out of school provision to ensure compliance and legislation.	SLT	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On-going
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classes.	DHT, Class Teachers	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Reviewed annually
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	SENCo and class teacher will ensure appropriate testing and reports are provided in order to apply for access arrangements.	SENCo	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	On-going

