



Accessibility Plan – September 2019

This Plan outlines how every student, whatever their needs/ability, is able to access the school curriculum and site.

Objectives:

This Accessibility plan will enable:

- An increase in the extent to which students with disabilities can engage in the school curriculum.
- The improvement of the physical environment of schools to increase disabled students' physical access to education and extra curricular activities.
- The improvement of the delivery of information to students with disabilities, using formats which give pupils better access to information.

The responsibility for the Accessibility Plan lies with the governing body. In terms of the day-to-day management of the Plan responsibilities at Hornton Primary school lie with the Headteacher.

The following policies and protocols are linked to this document.

- Curriculum Policy
- Admissions Policy
- Gender Equality Policy
- School Discipline and Pupil Behaviour Policy
- Special Educational Needs
- Health and Safety (including Risk Assessment)

Drafted: September 2019 By: Matt Green

Reviewed: September 2019 By: Governing Body

Next Review: September 2022

Approved by the Full Governing Body on 19 September 2019

Physical Access – See appendix 1 and appendix 4

Timescale	Target	Strategy	Outcome
Long term (to be reviewed if student with disability joins school)			
	Improve access to Key Stage 2 building	Invest in evacuation chairs and train staff in their use. Consider the installation of ramps	Evacuation chairs in place and accessible to first floor users. Adequate numbers of relevant staff trained in their use. If appropriate, ramps in place

Curriculum Access – see appendix 2 and appendix 4

Timescale	Target	Strategy	Outcome
Short	To ensure that all staff. <ul style="list-style-type: none"> Setting suitable learning challenges Responding to students' diverse learning needs Overcoming potential barriers to learning and assessment for individuals and groups of students. <p>To ensure all staff use these to inform differentiated planning and provision across the school.</p>	Staff meeting. Whole-school monitoring of the use and effectiveness of differentiation Audit of all activities.	Staff awareness. The quality of planning and teaching in class/subject lessons meets the needs of students with SEN and reflects the National Curriculum Inclusion Statement.

Timescale	Target	Strategy	Outcome
Medium	To consider the range of SEN provision and establish whether students with disabilities are making adequate and sustained progress.	Analysis of assessment relating to progress of students with disabilities. Provision Mapping to establish range of provision offered and to identify gaps in provision.	Investment in new teaching materials and methods to support students with SEN and appropriate teaching and support staff training.
Long	To ensure that all staff receive on-going updating of knowledge and skills.	All teachers and teaching assistants involved in the Inclusion Development Programme and other relevant INSET	All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities All practice reviewed on an annual basis.

Access to Information – see appendix 3 and appendix 4

Timescale	Target	Strategy	Outcome
Short	To identify, in consultation with the WMAT, any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information as appropriate.	Consultation with WMAT staff	Material and events identified and action for improving communication agreed on
Medium	To audit current client groups of parents and students in partnership with WMAT support services as appropriate.	Create alternative means of communication as needs are identified e.g. strategies for parents' meetings.	The school ensures that both in lessons and at meetings for parents, information is presented in a 'user friendly' way to allow full access for people with disabilities.
Long	To maintain above practice and review on an annual basis if appropriate.	Regular review of need and delivery of alternative formats as needed.	Information available for parents and students in a variety of formats.

Appendix 1 – Physical Access

The following is a useful check for all aspects of the statements below.

Statement	Evidence	Action needed
The size and layout of areas allows access for all students including Academic areas e.g. classrooms, assembly hall, library Sporting areas e.g. the chapel, outdoor sporting facilities Play areas Playgrounds	All ground floor rooms can be accessed via adequate doors and appropriate ramps. These include sports, social and welfare facilities.	Further repairs to paved areas, including the playground and identified areas of footpaths.
Students who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed.	People with impaired mobility can move around KS1 teaching block without impassable barriers.	Investigate whether a ramp can be installed to allow wheelchair access to KS2 teaching block. Ensure portable access ramps available until permanent ramps can be installed. Ensure all doors to KS2 buildings meet current regulations in regard to accessibility for wheels If needed, install a disable toilet in to the KS2 teaching block
Pathways of travel around the school site safe, logical and well signed.	Access clearly signed for staff, visitors and deliveries. Access to the main reception Office is clearly signed.	Security fence being installed in October 2019 will ensure that no intruders can easily access the school site
Emergency and evacuation systems inform and include all pupils and are accessible to ALL students, including students with SEN and disability. Risk assessments have been carried out. All pupils have been informed of alert systems. Alarms have visual and auditory components. Refuge areas are provided where needed.	Emergency evacuation arrangements changed last year to provide safer refuge areas for all. Specific arrangements for students with SEN have been included. Scheduled and unscheduled fire drills used to train staff and students	Investment needed to install visual as well as audible alarm signals.
Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy.		Investment needed to ensure the needs of students are met
All areas to which students have access are well lit.	All classrooms have properly maintained artificial lighting to meet lighting level requirements.	New lighting has been installed to ensure that all areas of school are bright and well lit
Steps are taken to reduce background noise for hearing impaired students e.g. consideration given to a room's acoustics, noisy equipment, provision of a sound field system, timetabling to provide reasonable adjustments to room provision.	Most teaching areas are fitted with carpets where this is an appropriate option.	Install hearing loop if required

Statement	Evidence	Action needed
Furniture and equipment are selected, adjusted and located appropriately: e.g. height adjustable tables available, low level sinks.	No specific provisions have been made in this regard as none are currently needed or foreseen.	Anticipate need from projected intake and allocate funds for specialised equipment as necessary

Appendix 2 – Curriculum Access

Statement	Evidence	Action needed
All teachers and teaching assistants have the necessary training to teach and support students with a variety of disabilities.	Whole-school INSET provided by WMAT. On-going INSET for TAs provided by WMAT SENCO & others as required.	On-going updating of knowledge and skills for all staff
Classrooms are optimally organised for students with disabilities.	Adapted furniture available in specified departments	
Lessons provide opportunities for all students to achieve.	SLT and governor monitoring	On-going training in differentiation
Lessons are responsive to student diversity.	SLT and governor Monitoring	
Lessons involve work done by individuals, pairs, groups and the whole class.	SLT and governor monitoring Use of Assessment for Learning widespread (Afl)	
All students are encouraged to take part in music, drama and physical activities.	All students fully included in lessons.	Increase opportunities for involvement in extra-curricular activities
All staff recognise, and allow for, the mental effort expended by some students with disabilities e.g. lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils.	Information booklets on all students with SEND = special educational needs and disabilities distributed to teachers and TAs Special arrangements used for in-house testing and external examinations	Regular updating of information to staff
All staff recognise and allow for the additional time required by some students with disabilities to use equipment in practical work.	TA support provided	More equipment stations needed
Students with disabilities who cannot engage in some particular activities are given alternative experiences. e.g. students who cannot participate in all forms of physical education. Teachers provide a variety of opportunities for students with SEN to provide outcomes in formats that are not always written.	Adapted PE programmes in place ICT/Laptops used in all subjects Use of AfL techniques/drama	
Access to computer technology is appropriate for students with disabilities.	ICT networks and portable laptops	Increase numbers of laptops available

Statement	Evidence	Action needed
School visits are made accessible to all students irrespective of attainment or impairment. Guidance is available in 'Out and About in Oxfordshire' and on the Intranet.	Good uptake of visits by students with special educational needs and disabilities	
All staff have high expectations of all students.	SLT and governor monitoring.	Update training on disability discrimination as required
All staff seek to remove all barriers to Learning and participation.	Strategies disseminated by SENCO and Teaching and Learning Community SLT and governor monitoring	
Examination concessions such as the provision of extra time, rest time, or support from a communication support worker is recognised and in preparation for public examinations	Examination concessions used appropriately.	Training a TA to act as an oral language prompter

Appendix 3 – Access to Information

Statement	Evidence	Action needed.
The school liaises with WMAT to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information.	Has been used in the past.	
The school liaises with WMAT services to: <ul style="list-style-type: none"> present information in an accessible format e.g. use of power point projection and photocopied resources; provide written reinforcement of the spoken word, a synopsis / subtitles when video material is used; modify language where appropriate. 	PPT and photocopied resources used extensively Written reinforcement used when required	Update through Inclusion Development Training
The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud overhead projections and describing diagrams, making use of lip speakers / interpreters / note-takers, use of soundfield system / induction loop when available.	When presenting in the chapel or in a classroom, ensure that projectors are used. PPT presentations regularly used	Ensure hearing loops are installed in classrooms when necessary
The school has, and uses, facilities such as ICT to produce written formats. If this is not the case the school knows where to access this facility e.g. the Visual Impairment Support Service for Assistance with Braille.	ICT used as a matter of course. Good liaison with SENSS when school has students with visual impairment	
Staff are familiar with technology and practices developed to assist people with disabilities.	Training given to all staff by SENCO as required. Some TAs have more specialised training Monitoring by Occupational therapy and Physical Disability Outreach Service (See Reports).	Update training as required

Appendix 4 – Specialist Support

Specialist support for pupils with a variety of disabilities is available and we always consult the appropriate service for detailed outreach support.

- Advisory Team for Inclusion
- Behaviour Support Service
- Educational Psychology Service
- Pre-School Teacher Counselling Service
- Pupil Referral Unit and Integration Service
- SEN/ICT Service for Curriculum Access
- Communication, Language, Autism and Sensory Services
- Service for Pupils with Physical Disabilities
- Children, Young People and Families Intranet

- Advisory Teacher for Down's Syndrome & Medical Conditions
- Educational Effectiveness Service
- Governor Services

Further details as well as contact names and addresses are available in

- Section J 'Special Educational settings and Services' of the LA [Special Educational Needs/Inclusion Handbook for Schools](#).

Advice on building costs and on identifying and planning adaptations is obtained from an appropriately qualified building professional.

References:

<http://www.teachernet.gov.uk/wholeschool/sen/schools/accessibility/accessibilityplanningproject/>

<http://intranet.oxfordshire.gov.uk/wps/wcm/connect/occ/Insite/Directorates/Children%2C+Young+People+ +Families/Our+services/Special+Educational+Needs/LC+-+CS+-+Special+Educational+Needs+-+Main+Page>