

Hookstone Chase Primary School
Accessibility Plan
Achieving Excellence. Passion for Learning. Inclusiveness. Teamwork. Creativity &
Innovation. Respect. Character Development & Life Skills.

Adopted: 19th March 2018

Review date: 19th March 2021

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has an substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Hookstone Chase Primary School has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our ongoing school self-evaluation.

This accessibility plan forms part of the school's SEN Information Report and shall be published on the school's website.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND. This can be found on the school website.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Hookstone Chase Primary School

Accessibility Plan

Achieving Excellence. Passion for Learning. Inclusiveness. Teamwork. Creativity & Innovation. Respect. Character Development & Life Skills.

| Target | Action | Timescale | Responsibility | Outcome |
|---|---|---------------------|---|---|
| To increase the extent to which disabled pupils can participate in the curriculum. | | | | |
| 1. Ensure that all monitoring (children's progress, attendance and equality monitoring (enrichment participation) and actions are scrutinised and challenged by the Governing Body. | Termly Analysis of data presented to Governors. Annual evaluation included in SEF which informs School Improvement Planning. | Ongoing | Headteacher Phase Leaders SENCO | Governors fully informed about provision and progress made. SEF informs School Improvement Plan with correct identification of priorities. Monitoring leads to improved provision, participation and outcomes for all children. |
| 2. Early Identification of pupils who may need additional/different provision. | Liaise with parents, previous school/setting re: accessibility requirements. Ensure that staff training needs are met in response to information given. SEND non negotiables in place for staff to use. Personalised learning plans in place. | Begin April | Inclusion Manager | Appropriate Provision is in place. Parents have confidence in placement and provision and there is a smooth transition. Staff feel confident to meet the needs of the children. |
| 3. Screening of Reception Pupils to identify any SLCN delay. | Assessment of Reception Pupils using Talk Boost Progression Tool | By end of February. | EMS Team | Narrative and Talk Boost Programmes in place leading to improved outcomes in SLCN and Literacy |
| 4. Support for children with mental health and social and emotional needs. | Embed Thrive Approach across the school. Compass Buzz Training | From September 2017 | Inclusion Team | Gaps in children's social and emotional development are identified and addressed. Staff feel confident to address |
| 5. Collaboration between all key personnel including families. | Maintain good relations and effective communication with professionals and parents. | | Inclusion Manager | Effective working relationships lead to collaborative, joined up approach resulting in excellent outcomes and provision for children. |
| 6. Raised awareness of disability issues. | Review Curriculum Content of curriculum to ensure that children have the opportunity to explore issues around disability. Through visitors to school, assemblies, films, books etc children see positive disabled role models. | Ongoing | Creative Curriculum Leader PHSE Leader | Children have positive attitudes towards those with disabilities. |
| To improve access to the Physical Environment | | | | |

Hookstone Chase Primary School
Accessibility Plan

Achieving Excellence. Passion for Learning. Inclusiveness. Teamwork. Creativity & Innovation. Respect. Character Development & Life Skills.

| | | | | |
|---|---|-----------------------|---|--|
| 1. Physical Environment of the school remains accessible, positive and engaging for all. | The school will take account of the needs of all pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. Health & Safety audits are carried out with additional consideration of accessibility. | Ongoing | Headteacher Inclusion Team H & S Co-ordinator Governors | Enabling needs to be met, making reasonable adjustments. All children, parents and staff with disability can safely access all areas of the school and outside environment. |
| 2. Awareness of access needs of pupils, staff, governors, parents and visitors with disabilities. | Create access arrangements for individuals with disability when required. Communication in print used. | Ongoing – as required | Headteacher Inclusion Team H & S Co-ordinator Governors | Reasonable adjustments re made to meet need. |
| 3. Pupils with Medical Needs are fully supported. | Health Care Plans in place and updated annually. Medical Needs Policy in place and reviewed and updated. Training is provided for appropriate staff. First Aid Training (basic, paediatric, 3 day) up to date for appropriate staff. Accident Book is reviewed termly by governors to analyse any trends/patterns. Termly Fire Drills with clear procedures for disabled children and staff. | Ongoing | Inclusion Manager Headteacher H & S Co-ordinator Governors | Medical Needs of pupils are met ensuring full access to the physical environment and the curriculum. Fire Drills are safe and effective. |
| 4. Educational Visits are accessible for all. | Thorough planning in place with pre-visits. Individual Risk Assessments. Meetings with parents. Pre-visits as required with individual pupils. | Ongoing | EVC Headteacher Inclusion Manager | All pupils in school are able to access all educational visits and take part in a range of activities. |
| To improve accessibility of information and communicate effectively | | | | |
| 1. Continue to improve the range of ways that school communicates and share information with parents. | Ensure letters and policies are available on the school website. Paper copies are made available for those parents without e-mail access. Ensure that letters/ information can be made available in different formats and parents are aware of this: | Ongoing | Headteacher Office Team | Parent Questionnaire indicates that parents think that the school communicates effectively with parents/ carers. Website is up to date. |

Hookstone Chase Primary School

Accessibility Plan

Achieving Excellence. Passion for Learning. Inclusiveness. Teamwork. Creativity & Innovation. Respect. Character Development & Life Skills.

| | | | | |
|---|---|---------|-------------------|--|
| | Enlarged Print Simplified and modified language Translations Assistance with form completion as required helping parents fully understand all communication from school. | | | |
| 2. Parents of children with SEND are well informed of their children's progress, participation and provision. | Regular review meetings held (formal and informal). Marvellous Me App and Tapestry to engage and inform parents about their children's learning. | Ongoing | Inclusion Manager | <p>Parent Feedback indicates that pupils have a good understanding of the progress that their child is making and progress towards their individual targets.</p> <p>Parent Questionnaire indicates that the school communicates effectively about:</p> <ul style="list-style-type: none"> a) my child's progress b) how to support my children's learning c) school events and activities |

This accessibility plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

V.O. Fisher SEN governor

Date: 20/3/18

[Signature] Headteacher

Date: 20/3/18

M.L. Henley SENCO

Date: 20/3/18

This document will be reviewed every three years.