

Hampton Primary Partnership Accessibility Plan

Version	Date	Comments
1	November 2014	
2	January 2016	
3	January 19	Incorporating HISN and HJS

‘Be the best that you can be!’

Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Hampton Primary Partnership (HPP) to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Date of Plan: Jan 19 to be reviewed annually.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.’

The purpose and direction of the partnership’s plan: vision and values

At HPP we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. HPP promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

The schools aims to be an inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. Key groups currently considered are shown here:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;
- children who are deaf

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities, these include:.

- Diabetes
- Speech and language needs
- Global delay
- Sensory impairment
- Moderate learning difficulties
- Dyslexia
- OCD
- Processing difficulties
- Asthma
- Eczema
- Hearing impairment
- ADHD

- ASD
- Allergies
- Hyper-mobility
- Anxiety disorder
- Selective-mutism
- Tourette's

We collect information from Early Years Foundation Stage settings (EYFS), KS1 colleagues and settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

This plan sets out the proposals of the Governing Body of HPP to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA thus increasing the extent to which disabled pupils can participate in the school curriculum.

This includes:

- teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, including improvements to the physical environment of the school and physical aids to access education
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. Including planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include hand-outs, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

The action plan ensures that:

- The schools draw on the expertise of external agencies to provide specialist advice and support.
- The inclusion manager has an overview of the needs of disabled pupils across HPP.

- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the partnership.
- The partnership schools work together
- Disabled pupils have access to extra-curricular activities.

Contextual Information

Hampton Infant School and Nursery

The school is a 1960s single storey building on one level which has 3 year groups of 4 classes which are open plan in nature, sited around the main hall separated by a corridor. There are 2 longstanding temporary classrooms which are part of the EYFS. The Nursery is accessed via a ramp with a double door. The hall corridor is accessed by an external door giving access to all three year groups. The school has a separate Creativity room used for music and after school clubs which is accessed via a ramp and has a double opening doorway. There is a toilet with disabled access in the main part of the school. The school hall is used as an assembly hall and dining area. The main entrance is one level from the outside and the exit button located at a level suitable for wheelchair users. The school and the grounds are fully accessible for those with mobility issues and wheelchair users. A parking space is available if required by a disabled visitor or member of staff. We currently have no wheelchair dependent children, but have parents with mobility restrictions.

Hampton Junior School

The oldest part of the school is a traditional 1907 Edwardian two storey building; the upper school is upstairs and accessed via two staircases at either end of the building. The Year 6 building is a 2 storey modern building with lift access to the 2 upstairs classrooms. The Rose Hall is on the ground floor and is the dining room and an additional assembly hall. The ground floor of the main building has disabled toilets as does the year 6 building and music room. Wheelchair access is available into the main building (lower school) and into the music room, studio and dining room which are all separate buildings. Access to the upper school assembly hall, food technology room and upper school classrooms is very difficult for wheelchair users due to their location on the first floor. Feasibility studies into putting in a lift into the main building have been completed by LBRUT in the past but have been unsuccessful in identifying a possible site for this. All areas of the school grounds are accessible to wheelchair users, although the area near the school pond is restricted access unless accompanied by an adult. At present we have no wheelchairs dependent pupils but we have some parents with mobility impairments.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the partnership's work. Through self-review and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of HPP that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would be if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Increasing access for disabled pupils to the school curriculum.					
Issue	Action	People/resource	Success Criteria	Timescale	Monitoring
Ensuring the curriculum is fully accessible for SEN pupils	<ul style="list-style-type: none"> • Provide additional support, interventions and differentiation to enable personalised learning for SEN pupils • Personalised planning; SEN support plans and EHCP IEPs provided. • Ensuring coloured background on IWB and on teaching materials. • Ensuring coloured reading rulers used to support, if application. • Hearing loops if required. 	ELT ICT Co-ordinator Inclusion manager Seek support from LA hearing impaired unit on the appropriate equipment	SEN pupils more able to access curriculum	Ongoing	ELT Inclusion manager

	<ul style="list-style-type: none"> • CPD for staff from outside professionals. 				
Ensure that all school educational visits & residential visits are appropriate and accessible for pupils with learning or physical disabilities.	<ul style="list-style-type: none"> • Thorough planning. • Advance visits. • Risk assessments. • Additional adults • Planning with parents 	ELT Inclusion manager Class teachers	On-going	School trips & residential visits are accessible for all pupils.	ELT Feedback from pupils and parents
Review PE curriculum to ensure PE accessible to all	<ul style="list-style-type: none"> • Gather information on accessible PE and disability sports • Seek disabled sports people to come into school 	PE coordinator PE leaders	On going	All children access PE provision	ELT Inclusion manager Feedback from pupils Governors

Improving access to the physical environment of the school

Hampton Infant School has expanded to 4 form entry and Hampton junior School is continuing to grow and develop, an extra class of children will join in Sept 2019 and every year until Sept 2023. The additional buildings have already been provided. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools improvement planning process is the vehicle for considering such needs on an annual basis.

Improving access to the physical environment of the school					
Issue	Action	People/resource	Success Criteria	Timescale	Monitoring
Ensure all disabled pupils can be safely evacuated	<ul style="list-style-type: none"> • Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties 	Inclusion manager LSAs Teachers	All staff aware of plan.	As required	ELT Inclusion Manager Governors

	<ul style="list-style-type: none"> • Staff trained to use the evacuation chair. • Develop a system to ensure all staff are aware of their responsibilities 		Key staff trained in evacuation		
Ensure accessibility to IT equipment and software is appropriate	<ul style="list-style-type: none"> • Equipment in place to ensure access to all hardware. • Advice taken with regard to the visual-impaired and hearing-impaired pupils as required 	Inclusion manager ICT coordinator Specialist IT technician	IT equipment is accessible and software is appropriate		ELT Inclusion Manager Governors
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<ul style="list-style-type: none"> • To create access plans for individual disabled pupils as part of the EHCP process when required. • Be aware of staff, governors and parents access needs and meet as appropriate • Through questions and discussions find out the access needs of parents/carers • Consider access needs during recruitment process • Ensure staff aware of Environment Access Standard 	Head Inclusion Manager Governors SBM	School meets the needs of those with disabilities	On going	ELT Inclusion Manager Governors

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Improving the delivery of written information to disabled pupils and their families					
Issue	Action	People/resource	Success Criteria	Timescale	Monitoring
Review information to parents/carers to ensure it is accessible.	<ul style="list-style-type: none"> Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired 	<p>During induction</p> <p>On going</p> <p>Current</p>	Information is accessible to all	On going	ELT Inclusion manager Admin team Governors
Annual review of information to be as accessible as possible	<ul style="list-style-type: none"> Develop child friendly IEP review formats 	On-going	Inclusion manager	Staff more aware of pupils preferred method of communications	ELT Inclusion manager Admin team Governors

<p>Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems</p>	<ul style="list-style-type: none"> • Access to translators, sign language interpreters to be considered and offered if possible 	<p>As needed</p>	<p>Admin team</p>	<p>On going</p>	<p>ELT Inclusion manager Admin team Governors</p>
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