



Accessibility Plan

2020 - 2023

Vision Statement

At Hilltop Primary and Nursery School we welcome our duties under the Equality Act 2010, therefore we review our Accessibility Plan every three years. The purpose of this plan is to increase access to the curriculum for pupils with disability as well as to improve and maintain access to the physical environment.

We have an Enhanced Resource Provision for children with physical impairments and pride ourselves in being an inclusive school. Our children are included in all aspects of the school community, this enables us as a school to teach our children tolerance, understanding and respect for one another.

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily duties.

Please see

- SEND Policy
- Equality Policy
- ERS

Aims and objectives

Our aims are:

- To increase access to the curriculum for pupils with a disability
- To improve and maintain access to the physical environment
- To improve and maintain good practice for children with Visual and Hearing Impairment

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
To increase access to the curriculum for pupils with a disability	SEND provision reviewed 4 times per year with all teaching staff	Develop access to Physical Education for disabled pupils	<p>Access to hydrotherapy swimming at Aquathlete in Derby. Progress measured through swim badge scheme.</p> <p>Children to attend QEGS for inclusive weekly trampoline sessions for 1 term per academic year.</p> <p>Access inclusive cycling sessions during Summer term x 4.</p>	<p>SS Acting Head teacher, (SENCO)</p> <p>Class teacher, PE co-ordinator.</p> <p>Class teacher, PE co-ordinator.</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>
To improve and maintain access to the physical environment	All areas of the school are accessible.	To ensure children's individual needs are planned for through a	N/A at this time	SS	On-going

	<p>Including outdoor and indoor facilities.</p> <p>SENCO works with teachers to plan a child centred broad and balanced curriculum.</p> <p>Access audit completed.</p>	<p>personalised timetable. This should reflect the pupil's individual needs as well as providing an inclusive approach.</p>			
<p>To improve and maintain good practice for children with Visual and Hearing Impairments.</p>	<p>Advice taken from Support Services for VI/HI on necessary adaption to allow children to access learning opportunities.</p> <p>SEND Derbyshire Descriptors used to support planning and provision.</p>	<p>Ensure classrooms are accessible for children with VI and HI by continuing to consult with Specialist Support Services.</p>	<p>None currently</p>	<p>SS, DS</p>	<p>On-going</p>

Access audit including information for parents

Feature	Description	Action to be taken	Person responsible	Date to complete actions
Number of storeys	1	N/A	SS	N/A
Classroom access	Rainbow room	ERS children use the Rainbow room as their main class base.	SS, DS	April 2020
Toilets	2 disabled toilets with tracking hoists and changing beds. 1 disabled toilet with additional hand rails.	Tracking hoist to be maintained every 6 months	SS, NI	On-going
Ramps	All the classrooms have ramps to enable access to outdoor provision.	N/A	SS	N/A
Reception area	Reception area is open, access to the school is by fob which all staff members have.	N/A	SS	N/A
Emergency escape routes	All physically impaired children have a PEEP in place which are regularly reviewed. All exit points are clearly labelled and accessible.	PEEP to be reviewed at the Annual Review of EHCP.	SS, DS	See annual review cycle
Sensory room	Tracking hoist and a raise and fall couch.	Tracking hoist to be maintained every 6 months	SS, NI	On-going

Access to information

<p>Availability of written materials in alternative formats</p>	<p>To become aware of the services available through the LEA and external agencies for converting written information into alternative formats and languages.</p>	<p>The school can provide written information in alternative formats.</p>	<p>On-going</p>
<p>The written information provided to parents/carers is accessible to all.</p>	<p>Current information and invitations sent out to parents is in a style, format and language to enable their understanding.</p>	<p>Information received by parents/carers should make them feel that school is approachable and supportive.</p>	<p>Reviewed annually</p>
<p>Written communication to parents/carers includes the opportunity to raise access issues in advance. ie: parents evenings</p>	<p>School ensures all parents can access the school site for out of hour's meetings where appropriate.</p>	<p>Parents/carers feel that school is accessible, approachable and supportive at all times.</p>	<p>Reviewed annually</p>

Equality and Inclusion

To ensure that the Accessibility Plan becomes an annual agenda item at Full Governing Body Meetings.	Clerk to Governors to add to list for Full Governing Body Meeting.	Adherence to legislation	Reviewed annually
To improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going
To ensure that all the policies consider the implications of disability access.	Consider during review of policies.	Policies to reflect current legislation.	On-going
To continually challenge discrimination and harassment.	Equality Policy SEND Policy Behaviour Policy	To continue to be a fully inclusive school.	On-going
To hold SENTA staff meetings every 4 weeks.	To trouble shoot any issues that may arise.	To ensure that staff feel valued and supported by SLT.	On-going

Planning Frameworks which take into account of pupils who use EAL.

The grid below outlines the stages of planning and delivery which takes place over a lesson or series of lessons. The left side shows the core teaching and learning decisions, the right side is the added dimension of expanding planning for the EAL learners. The distinctiveness comes not only from the type of learning strategies, but also from the breadth of strategies that the teacher needs to draw on.

ALL PUPILS	FOCUS FOR TEACHERS	PUPILS WITH EAL
<p>Previous curriculum or skills knowledge, levels of literacy, numeracy etc.</p> <p>Optimum teaching style and organisation for class and age group.</p>	<p>Planning Knowledge.</p>	<p>Variable such as:</p> <p>Level of spoken and written English and language development aims.</p> <p>Previous educational experience.</p> <p>Other language used.</p>
<p>Curriculum content and teaching, learning objectives for lessons, week, unit and term.</p>	<p>Curriculum knowledge, concepts, skills and language.</p>	<p>Learning needs related to EAL proficiency.</p> <p>Language required for content understanding, concepts, vocabulary, language structures and functions.</p>
<p>Teaching strategies eg: talk and whiteboard work, textbooks, worksheets, practical, explanation of activity.</p>	<p>Delivering the content – Teaching.</p>	<p>Modifications to make teaching accessible to EAL learners, brainstorming previous knowledge, use of visuals to present content, Teacher and TA modelling, interactive talk and to assist comprehension.</p> <p>Using technology such as Google Translate, and online resources.</p>
<p>Learning activities/reinforcement – writing tasks, practical activities, worksheets etc.</p>	<p>Activities for Learning.</p>	<p>Modifications to activities to support language development such as working in pairs or groups using content language.</p>

		Completing diagrams or tables or engaging in practical activities.
Outcome – written, spoken, diagram, model, drawing, game playing etc.	Outcomes, Assessment and Forward Planning.	Outcome – pupil has used content language, has been supported in reporting to class etc. Planning – reinforce and extend newly learned language to enable it to be internalised, building on existing knowledge to identify development through new content.

Students on the SEN Register. EHCP, GRIP, School Support.

Teachers and SENTA's should consider the needs of each SEND student and provide accessible learning resources for them. The increased use of Interactive Whiteboards/Touchscreens and other digital technologies have diversified the ways in which information is presented to all students.

In addition, the school makes the following available as appropriate:

- Differentiated resources with particular attention to reading age, intervention programmes as well as specific child centred learning.
- Laptops and other digital technologies.
- Coloured overlays for reading.
- Pastel shades of paper for writing.
- Tactile resources ie: story sacks.
- Readers and/or scribes in exams where appropriate. This will be particularly relevant in 2021 when our Year 6 children will be sitting their SATS.
- Specific information in Daily Diaries and Student Planners.

Responsibilities

- All staff are responsible for identifying and removing barriers to learning for all children on the SEN register.
- All leaders are responsible for improving accessibility within their area of responsibility.
- The Governing Body is responsible for the approval of this plan.
- The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.
- The SENCO and Assistant SENCO are responsible for ensuring that all current student's needs are covered in this plan and for monitoring the effectiveness of the plan in meeting disabled student's needs.

Review

This accessibility plan has the status of a policy of the Governing Body and is reviewed every 3 years.