

ACCESSIBILITY PLAN – 2021-2024

Introduction

This plan has been written to meet the requirements of The Trust to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014, as amended from time to time. This plan will be reviewed regularly and will be updated every three years. This plan complements our SEND Information Report, Medical Needs and Child Protection policies. This plan forms part of the school's Equality Strategy.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

'They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.'

Hinchley Wood Learning Partnership recognises its duty:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less-favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.
- The Trustees of the Hinchley Wood Learning Partnership recognises their duty to:
 - Increase the extent to which disabled pupils can participate in the curriculum.
 - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
 - Improve the availability of accessible information to disabled pupils.

Access Audit

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. Individual school action plans ensure that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The Assistant Head - Inclusion has an overview of the needs of disabled pupils.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools to share and develop best practice.
- Disabled pupils have access to extra-curricular activities.

Accessibility plan areas for consideration include:

Improving access to the curriculum – To increase access to the curriculum for pupils with a disability, including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits. This includes awareness – building awareness of staff through training and development and heightening children's awareness of issues related to disability. This includes teaching and learning and the wider curriculum of the school including extra-curricular activities and educational visits. Improving the quality of teaching and learning lies at the heart of the Trust's work. Through self-review and professional

development, each school aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all pupils. We aim to meet every pupil's needs within inclusive classes. Each term there is at least one dedicated whole school training that relates to SEND. Other training is arranged for staff based on individual pupil needs.

Trustees of the Hinchley Wood Learning Partnership have set the following overall priorities for increasing curriculum access:

- Early identification and assessment of children's needs and expertise sought to support the children in school from parents and practitioners.
- Staff training on specific learning needs e.g. dyspraxia, autism, ADHD, mental health including behaviour and attachment.

Improving access to the physical environment – to improve and maintain access to the physical environment, addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors. This includes improvements to the physical environment of the school and physical aids to access education.

Hinchley Wood Learning Partnership schools will take account of the needs of pupils and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of site and premises. Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff.

Improving the communication of information – to improve how information is communicated within school and to the wider audience, supporting access to communication for families with a pupil or parent identified as having a disability. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.

In planning to make written information available to disabled pupils and/or parents we will establish the exact need and then meet it. We will use Local Authority expertise and support agencies as well as its own ICT infrastructure to access a range of materials supportive of needs. Teaching and support staff will always need to be sensitive to presenting materials to children in appropriate formats.

The school makes its accessibility plan available on the school website and in different formats such as large print upon request.

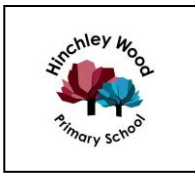
Improving access to Support Services – to increase access to services within and external to the school to support families where disability is identified

Monitoring reports / evaluation of specific actions will be provided to the Finance and Resources Committee, the Local Governing Body and the School's Trust.

First approved by Governing Board: March 2005

Last Review: June 2021

Next Review: June 2024



Appendix 1: Hinchley Wood Primary School

Hinchley Wood Primary provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

School Context:

Hinchley Wood Primary consists of a one storey building with wide corridors and several access points from outside. All classes can be accessed via external doors. The halls are accessible to all.

On-site car parking for staff and visitors includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception desk, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one located in the main school and one in Woody's. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. Most outside areas are tarmacked and therefore accessible to wheelchair users. Where areas are not tarmacked there are alternative routes that wheelchair users can take.

All classrooms are fitted with appropriate lighting and interactive whiteboards or screens, font sizes and colours can be amended to meet individual needs. Other resources are used in classrooms as needed for example CCTV video magnifiers, portable magnifiers, ipads and radio aids.

All children have opportunities to join age relevant extra-curricular activities beyond and within the school day. All children are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other adults involved with children who may have special requirements and from health and safety officers.

We have children with varying disabilities and medical conditions on roll. HWPS makes additional provision for pupils with special educational needs and disabilities to access the curriculum through the SEND Framework. In order to look to meet the needs of these learners, adaptations already made to the school include:

- The addition of two disabled toilets
- Staff training to support children with medical needs
- Provision of a disabled parking bay on site
- Purchase of accessible technology

What do we do to collect information about our learners?

- We collect information from Early Years settings and any previous schools, 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.
- Home visits are undertaken for all children beginning Reception and if any children have additional needs the LA and health advisers are contacted for support and guidance.
- Transition meetings are held between class teachers each year.
- Staff are trained in the use of auto-injectors and asthma inhalers
- All associate staff & sports staff hold current first aid qualifications.
- Some members of support staff in the Early Years have current Paediatric First Aid qualifications.
- All pupils with an identified special educational need have an Individual Support Plan
- Health Care plans are completed for all children with medical needs

HWPS 2021 to 2024 Accessibility Action Plan:

Improving access to the school curriculum				
Progress to date:	Objectives for further improvement: (2021-2024)	Actions to be taken, person responsible and timescale for completion:	Success criteria:	Monitoring, evaluation and success criteria:
	For all teachers to be 'teachers of children with Special Educational Needs' Curriculum planned to ensure pupils know and remember the 'must know knowledge'	Assistant Head – Inclusion to run training for teachers and support staff on different aspects of SEND Termly workshop opportunities	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Assistant Head – Inclusion Observations
	Access to the curriculum for those pupils with specific learning difficulties	Assistant Head - Inclusion to review the needs of children with specific learning difficulties provide all relevant training and resources.	All children have access to resources and programmes to remove any barriers to learning children make appropriate progress.	Assistant Head - Inclusion
	Children with SEND and parents to be included in decisions about support options to ensure provision is child led and outcomes focussed	Class Teachers to conduct 3 meetings per year to discuss outcomes Termly (start of year and then following assessment points)	All children have appropriate outcomes set that well support them in closing the gap in their learning with their peers	Assistant Head - Inclusion

Improving access to the physical environment				
Progress to date:	Objectives for further improvement: (2021-2024)	Actions to be taken, person responsible and timescale for completion:	Success criteria:	Monitoring and evaluation:
	For children's needs to be met through making appropriate adaptations to timetabling and resources	Assistant Head - Inclusion to review movement through the school – ensure children with physical disabilities have the opportunities for free movement within the school which may mean teachers allowing them to leave classes a few minutes earlier so they feel safe and secure on stairs and in corridors	All children feel safe walking through the school	Assistant Head - Inclusion

Improving the communication of information				
Progress to date:	Objectives for further improvement: (2021-2024)	Actions to be taken, person responsible and timescale for completion:	Success criteria:	Monitoring and evaluation:
	To ensure the availability of written material in alternative formats as needed by our parent population. To ensure the availability of appropriate sized written material for pupils/parents with a visual impairment	Office Administration Manager to review all current school publications and promote the availability in different formats for those that require it.	The school will provide written information in different formats/sized when required for individual purposes.	Local Governing Body

Improving access to Support Services				
Progress to date:	Objectives for further improvement: (2021-2024)	Actions to be taken, person responsible and timescale for completion:	Success criteria:	Monitoring and evaluation:
	To ensure all pupils with a medical need can eat safely and with food security	DHT/HT to review current provision with Ealing School meals consortium and to the extent to which pupils are able to eat	All pupils who wish to have a school meal can do so.	Deputy Head/Headteacher to monitor and report to HWPS LGB

Appendix 2: Hinchley Wood School

At Hinchley Wood School we are committed to an inclusive curriculum and increased access to the school's facilities for all. Work has been ongoing since 2013 to improve accessibility to the various buildings on the school site especially for those learners in wheelchairs.

What do we do to collect information about our learners?

- We collect information from Primary School settings and any previous schools, so that we are prepared for children when they arrive in school.
- Monitoring of teaching, learning support and impact on progress through learning walks
- Year 7 pupils have base-line testing through MidYIS – identifying literacy and numeracy skills / levels.
- Maintain comprehensive database / regular reviews of individual Education, Health and Care Plans and Support Plans for pupils with SEND – in addition to the annual reviews.
- To continue to review and develop an appropriate 11-18 curriculum for all students at the school with SEND in light of changes to the National Curriculum, examinations at KS4, funding and the introduction of the new Code of Practice.
- Action plan following a site inspection by relevant personnel (e.g. Headteacher, Director of Finance & Resources, Premises Supervisor and relevant Governor)
- On-going feedback from individual students / staff, parents/carers and external agencies
- Review of pupils needs by SENDCO
- Advice from external agencies
- Requests and identified needs of pupils and parents / carers through discussions, observations and feedback
- Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services
- Governor and Trustee visits and or Learning Walks

HWS 2021 to 2024 Accessibility Action Plan:

Improving access to the school curriculum				
Progress to date:	Objectives for further improvement: (2021-2024)	Actions to be taken, person responsible and timescale for completion:	Success criteria:	Monitoring and evaluation:
<ul style="list-style-type: none"> • Laptops available which pupils can use. • Provision of homework clubs after school. • Students have Additional Needs Profiles to support teachers • Reading Ambassador programme in place. • Launch of NAS 	<ul style="list-style-type: none"> • To evaluate induction procedures and curriculum organisation for Transition group learners in Year 7 • To review the impact and effectiveness of current LSA strategies in 	<ul style="list-style-type: none"> • Key Stage 3 Pastoral Lead to lead a review of induction procedures and curriculum organisation for Transition group learners in Year 7 • Deputy Head/SENDCo to lead an evaluation of the impact of LSA 	<ul style="list-style-type: none"> • Review of induction procedures and curriculum organisation for Transition group learners in Year 7 presented to L'ship and HWS LGB. • Recommendation for future LSA practice presented to L'ship and costed proposals agreed for Sept 2022. 	Deputy Head/Headteacher to monitor and report to HWS LGB

<p>Cullum Centre for high functioning autistic students.</p> <ul style="list-style-type: none"> • Use of student learning mentors • MINT – to help teachers identify and support SEND pupils as appropriate 	<p>meeting pupil needs and identify appropriate revisions in approach.</p>	<p>provision on learner achievement and progress and make recommendation for future practice.</p>		
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Improving access to the physical environment				
Progress to date:	Objectives for further improvement: (2021-2024)	Actions to be taken, person responsible and timescale for completion:	Success criteria:	Monitoring and evaluation:
<ul style="list-style-type: none"> • New buildings include lifts to increase access (e.g. Cullum Centre and two new first floor Science labs) • New ramps to provide wheelchair access into the school through reception area, outside Room 7, the old reception area, along the length of the back corridor and to the Cullum Centre Lobby • Three new ramps provide access into the school. • Emergency Evacuation Plans in place for individual students. • Improved LED corridor lighting and external lighting • Evac chairs in place at first floor level in Main Building 	<ul style="list-style-type: none"> • To install additional ramps to provide improved access into the school for wheelchair users. • To improve signage across the school site • To improve classroom lighting 	<ul style="list-style-type: none"> • MRN to conduct feasibility study into replacing three sets of steps on the back corridor with concrete ramps • Premises Team to install ramp from North Playground into the new external door by room 14 • MRN & BBT to review and plan improved access to SEND/MCC building at lower ground floor level. • BBT to work with MRN to improve block signage across the school • MRN to schedule the installation of improved classroom lighting via the installation of LED lights throughout the school 	<ul style="list-style-type: none"> • Wheelchair access in place for all ground floor teaching spaces • Wheelchair access in place for the majority of first floor teaching spaces • Enhanced block signage in place across the school • LED lighting in place in all classrooms 	<ul style="list-style-type: none"> • Termly monitoring through a site inspection by the Headteacher, Director of Finance & Resources, Premises Supervisor and relevant Local Governors and Trustees • Reporting to Finance and Resources Committee of the Trust Board.

Improving the communication of information

Progress to date:	Objectives for further improvement: (2021-2024)	Actions to be taken, person responsible and timescale for completion:	Success criteria:	Monitoring and evaluation:
<ul style="list-style-type: none"> Parents of SEND pupils have direct contact details for SENCO and other key staff within the MCC Termly reports for all pupils Review meetings for EHCP pupils on a termly basis Positive SEND outcomes e.g. Summer 2018: P8 of +1.27 	<ul style="list-style-type: none"> To ensure representation of SEND pupils on the school council To raise the importance of student and parent/carer involvement in the review of Additional Needs Profiles for SEND pupils 	<ul style="list-style-type: none"> Pastoral lead/SENDCo to ensure SEND representation at all levels of student voice SENDCo/SEND Manager to ensure the regular involvement of students and parents/carers in ANP reviews. 	<ul style="list-style-type: none"> Students with Additional Needs represented at all levels of student voice. Student and Parent/Carer voice represented in termly ANP Reviews. 	<ul style="list-style-type: none"> This plan to be monitored by the SEND Team and any other relevant staff

Improving access to Support Services

Progress to date:	Objectives for further improvement: (2021-2024)	Actions to be taken, person responsible and timescale for completion:	Success criteria:	Monitoring and evaluation:
<ul style="list-style-type: none"> School has its own school counsellor Learning Support Service to assess and advise on individuals School website link to Family Information Service 	<ul style="list-style-type: none"> To ensure students and parents/carers have access to relevant support services both in and out of school To identify Young carers and support their needs – highlight on MINT and support as appropriate 	<ul style="list-style-type: none"> Pastoral Team to signpost to Early Help Services through Family Resilience Teams Occupational Therapy support – regular / consistent access SENDCo to develop access routes to the Education Psychologist service including the purchase of additional days as required 	<ul style="list-style-type: none"> Increasing proportion of families in need signposted to Early help services. Successful use of additional EP time to support provision of SEND support for our learners and the statutory assessment process as appropriate 	<ul style="list-style-type: none"> This plan is to be monitored by the Trust Board, Inclusion staff and other relevant staff on an annual basis. MRN and F&RC Committee to monitor EP Service expenditure as appropriate