



# Handforth Grange Primary School

## Accessibility Policy

<b>Policy Area</b>	Accessibility
<b>Policy Title</b>	Leadership Team
<b>Policy Leader</b>	Mrs Andrea Booth
<b>Policy Date</b>	September 2024
<b>Policy Review</b>	September 2027



*Promoting **Social Justice** through **Excellence in Education***

# Accessibility Plan

## **Statement of Values**

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. The school has three key duties towards disabled pupils:

- To have the highest standards for our SEND students
- To make reasonable adjustments for students with SEND
- To increase access to education for SEND students

## **Definition of disability**

Guidance from the Department of Education states that a person has a disability if he or she has a long term (i.e. lasting at least 12 months) physical or mental impairment that has a substantial and adverse effect on his or her ability to carry out normal day to day activities. Substantial, as defined by the Disability Discrimination Act, is something that is more than minor or trivial. Disability includes those with medical needs (e.g. cancer, diabetes) and a number of students with learning difficulties and social and emotional mental health difficulties. This plan sets out the proposals of the school to increase access to education for disabled pupils.

## **The three main aspects concern:**

- Increasing participation of students with a varied and engaging curriculum
- Improving the environment of the school
- Increasing the range of assessments to enable accurate tracking of progress in all areas of need

## **Aims of the Access Plan**

- To ensure that all pupils are fully involved in school life
- Increase the confidence of all staff when teaching students with SEND
- To be sensitive and plan for the individual needs of SEND students
- Develop strong collaborative relationships with pupils and parents or carers
- Promote equality of students who have been identified as having a SEND
- Encourage the availability of role models and positive images of SEND.

## **Principles**

Handforth Grange has a whole school approach to supporting SEND students. It is the responsibility of every member of staff to remove barriers to learning for SEND students.

- Compliance with the Equality Act (2010) is consistent with our setting's aims, SEND Policy and Equality Plan.
- Our staff recognise their duty under the Equality Act:
  - 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

- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
  - The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

## **Safeguarding**

All members of the school will ensure that physical accessibility will also consider the safeguarding requirements of the whole school. Where there may be a compromise, this will be managed and balanced in terms of risk. All members of the school are equally considered in terms of safeguarding of children.

## **Increasing Access for disabled pupils to the school curriculum**

We are committed to providing a fully accessible environment and curriculum that values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school. This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities, school or residential visits.

## **Improving access to the physical environment of the school**

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, seating, equipment or furniture
- regular and frequent access to specialist support

## **Reasonable adjustments**

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed.

## **Overview of the School Building**

Handforth Grange is a two-storey school. It has lift access to the second floor, disabled toilets are in line with statutory guidance and all entrances, classrooms and open areas are wheelchair friendly. Students with mobility issues use the lift with support and there is an Evac Slide for use during the event of a fire.

## Consultation

Ongoing monitoring enables us to identify where changes might be needed and adapted accordingly. The review process takes account of the view of the pupil and their parents/carers when planning for their support and is regularly updated to cater for a variety of needs.

## Building

Target Planned Improvement	Strategies/Policies How/Who	Achievement Against Target	If Improvement Required	
			Planned Improvement:	By When
Emergency, invacuation and evacuation procedures are set up for pupils with SEND	Emergency, invacuation and evacuation procedures in place. Invacuation alarms fitted across school	Fire Risk Assessment completed Auditory Alarm and Evac Slide purchased and staff training completed.	Lockdown procedure annual drill practice for all staff	End of Autumn Term 2024.
Furniture and equipment is selected, adjusted and located appropriately.	OT and Physio Advice followed for pupils with specific needs	Equipment in place for current SEND pupils	Continuous review Transition meetings for each new cohort	As required for new intake
Provide sensory break out areas for children with SEND across school which meet a range of needs and ages	Sensory room developed in EYFS area using nursery office space RP review carried out by CE in Sept 2019 Improvements carried out to outdoor play areas for resource provision – installation of astro turf and new equipment purchased using grant funding Improved sensory area in the RP. New movement space created.	On-Going and regularly maintained and updated	Update equipment within the mainstream movement room.  Discuss with CE the size of the provision and increasing complexity of needs of the children.	Meeting booked for October 2024 to discuss complexity of needs

## Curriculum

Target Planned Improvement	Strategies/Policies How/Who	Achievement Against Target	If Improvement Required	
			Planned Improvement:	By When
School trips and residential are made accessible to all pupils irrespective of disability.	Specific needs assessed as part of overall risk assessment Additional support is provided when necessary. School ensures pupil safety at all times	All pupils have opportunity to attend school visits and residential with reasonable adjustments made as required.	Purchase of minibus with disabled Access	Ongoing
To continue to draw on the expertise of	Director of SEND to use external professionals	Ongoing	SALT care plan assessment	Termly as plans updated

external agencies – (SALT, Physio/OT, EP, CEAT)	to support staff. Staff supported in their work by outside professionals		information to be shared by S & L therapist with school.	
Teachers and TAs have the necessary training to teach and support SEND pupils	Performance Management CPD SEND courses as appropriate. Teachers/TAs meet requirements of pupils' needs with regard to accessing the curriculum. Cheshire East SEN Team and TES Develop Training modules provide training for new staff. Regular audit of needs.	ECT's SEND training programme ensures new teachers develop skills in SEND. Monitored by ECT mentor. TAs/apprentices and new staff training needs managed by SENCO	Ongoing audit of training needs related to SEND	Ongoing
Lessons provide opportunities for all pupils to achieve.	QFT and adapted teaching to match individual SEND needs. Resources produced to meet individual SEND needs. Pupils achievements measured against targets and national expectations TA support to record information in different formats to match needs. Adaptations to furniture, access and specialist equipment as required.	New schemes of work ensure children within the mainstream can access all subjects. 3 Tier Specialist Curriculum Pathways developed for children in the resource provision to ensure progression is mapped.	Embed 3 Tier Specialist Curriculum within the resource provision.	Termly monitoring of SEND provision by all subject leaders.
SEND staff deployed to cover curriculum needs.	Staff effectively and efficiently deployed in accordance with EHCP and SEN Support plans Termly SEND report produced and shared with governors. Pupil progress reviews each half term – review impact of support on progress and attainment	On-Going and regularly updated		
Suitable access arrangements made for pupils and this will be their 'normal way of working'.	Access arrangements testing in accordance with NCA Children with EHCP to all have 25% additional time in all assessments (100% for children with VI)	Applications for any children in Y6 for 2024 SATS to be submitted before the April 24 deadline	Submit request for access arrangements for specific children for SATS 2025.	24 <sup>th</sup> April 2025

Resource provision experience trips planned to provide opportunities for life skills, communication and social skills and opportunities for enhanced inclusive physical education to enable progress to be made towards EHCP outcomes.	Risk assessments carried out for each trip. Planning time each week to discuss activities linked to curriculum and EHC implementation plans for individual children.	Purchase of Trust minibus with disabled Access in process.	Ongoing service and maintenance of the mini bus	
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Compiled by: Mrs Andrea Booth	Revision Number 7
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Discussed with staff: October 2024	SLT meeting.