



Access Plan for Horton Kirby C.E. Primary School (from November 2019 to October 2022)

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Our school's accessibility plan is a response to the duties outlined in the equality legislation and is aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will review them annually.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has 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.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

It is recognised that Horton Kirby Primary School will have a number of disabled pupils, staff members, visitors and service users.

Vision and values

As stated in our Mission statement, at Horton Kirby Church of England Primary School we provide a welcoming, inclusive environment and seek to promote a safe, orderly, caring and supportive environment.

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.
- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy life and learning in our school and the wider community.

The On-going Development of the Plan

Information gathering

Information regarding disability is gathered on application to the school. The staff and pupil application forms give opportunity to share information regarding disabilities or health issues. This information is stored securely and shared with school staff as necessary. Where appropriate, transition meetings will be held with the pre-school, parents and health or other professionals prior to entry and on transition to secondary school.

Disabilities may be diagnosed when a pupil is already at Horton Kirby Primary School. Advice is taken from reports by Health Care professionals, Specialist Teachers and parents. Appropriate steps will then be taken to make arrangements for equal access to the school environment, curriculum and information.

Recording and sharing information

Information regarding disability will be recorded in the individual's personal file and shared with the Leadership Team, the School Secretary, who is responsible for the administration of medicines and class teacher, as appropriate. Other people may need to be informed including teachers, teaching assistants, student teachers, volunteers, mid-day supervisors, the catering team, caretaking staff and cleaners.

Healthcare plans may need to be written for some pupils. Parents are invited to write the plans with the school using information from parents and health care professionals.

Some pupils may have a *Statement* which will outline the nature of the disability and provision to be made.

Individual Provision or Intervention Plans will outline specific interventions to be put in place to ensure inclusion and equality of opportunity.

Involving disabled people

This plan has been informed, and will be updated as needed, by continuously taking into account:

- Environmental audits carried out by the Local Authority and Kent Association for the Blind
- The views and aspirations of disabled pupils themselves
- The views and aspirations of the families of disabled pupils
- The views and aspirations of other disabled people or voluntary organisations
- The priorities of the Local Authority and reports by representatives of the Local Authority

However, in order to be responsive to the changing needs of the school population there needs to be an on-going audit of strengths and weaknesses of Horton Kirby Primary School in working with disabled pupils. This should include the views of all staff, parents, pupils and service users and will continue to take into account:

- The presence of disabled pupils and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have limited or no access, the participation of disabled pupils in after school clubs and school visits and parts of the school to which disabled pupils have no or limited access
- The impact on disabled pupils of the way the school is organised, for example, school policies and practices around the administration of medicines, time-tabling, anti bullying policy, school trips and teaching and learning
- The physical environment of the school
- The curriculum
- The ways in which information is currently provided for disabled pupils
- Outcomes for disabled pupils including exams and end of key stage results and achievements in extra curricular activities

The Plan

The plan uses an audit of current provision to address the three areas of improving access to:

- **The physical environment**
 - **Education, benefits, facilities and services (the whole life of the school)**
- and**

- **Information, usually provided in written form**

The plan will be reviewed annually by the Governing Body, The Head Teacher and the SENCO. It will be renewed formally every three years. The date of the next renewal is March 2015.

Audit of Disability Access Improvements in Place Horton Kirby C of E Primary School

Current provision - environmental	Details
Environmental audit for visual impairment	Carried out by Carole Maynard (Mobility Officer for Kent Association for the Blind).
Environmental audit for hearing impairment	Conducted by Sarah Sage (Specialist Teaching Service for Hearing Impairment).
General environmental audit	Conducted by the Local Authority.
Accessible toilets	Accessible toilet facility accommodating a toilet with handrails, washbasin, shower and space for a child, wheelchair and up to two adults.
Disabled parking space	Available next to main the entrance to school.
Ramps	Available at the main entrance to school.
Mobility training	Two Teaching Assistants have been trained in mobility for pupils with visual impairment and whole staff awareness training.
Stairways and corridors	Edge of internal stairs painted yellow. Contrasting wall and floor colours.
Playground markings	Steps and edges painted yellow.
Lighting	Lighting in classrooms used by pupil with visual impairment fitted with diffusers. Awareness of light levels.
Lunchtime supervision	Additional supervisors in hall and playground at lunchtimes to supervise pupils with eating difficulties and ASD.
Sensory difficulties	Attention to lighting and noise – carpets in classrooms, diffusers on some lights, calmer areas of the playground. Care taken when positioning pupils with sensory impairments.

Current provision - curriculum	Details
Visual Impairment	STS support, 1-1 TA support, Magnilink Zip Duo CCTV and camera, flatscreen monitor, Supernova Magnification and Screen reader software, laptop, PC with large flat-screened monitor, ACE mouse pointer, high visibility keyboard stickers, teaching of touchtyping, Brailier, Braille teaching, Clearvision Braille/Print library books, tactile resources, enlargement of resources, broad black marker pens,

	contrasting colours, board work is spoken/explained, high visibility ball with bells, high visibility bibs for games, whole staff awareness training.
Hearing Impairment	STS support, radio mic, correct seating position in classroom, trial of Soundfield System. Whole staff awareness training.
Speech and Language	Screening (Language Link), TA for Speech and Language.
Autistic Spectrum Disorders	Clear routines and boundaries, visual timetables, visual resources, pecs cards, picture software programs, work station etc. 1-1 TA support.
Physical disabilities / gross motor skills	Teacher and TA trained in BEAM in Foundation Stage. Incontinence healthcare plan. Healthcare plans in place for other disabilities.
Fine motor skills	Writedance, Writing slopes, pencil grips, Stabilo pens/pencils etc.
Sensory difficulties	Writing slopes, relaxation of school uniform policy to allow for comfortable clothing.
ADHD	Behaviour plan, time-out / regular breaks from activities, opportunities for increased physical activities, assistance with organisation of activities, visual timetables.
Extra-curricular clubs	All clubs are open to all pupils within a specified age range. Some clubs (e.g. Speed stacking) are particularly beneficial for certain disabilities.
Long-term illness / absence from school, hospitalisation etc.	Arrangements made with Health Needs Education Service (Evelyn Green) for home tutoring when required.

Current provision - information	Details
Visual impairment	STS support, Magnilink Zip Duo CCTV and camera, flat-screen monitor, Supernova Magnification and Screen reader software, laptop, PC with large flat-screened monitor, ACE mouse pointer, high visibility keyboard stickers, teaching of touchtyping, Braille, Braille teaching, Clearvision Braille/Print library books, tactile resources, enlargement of resources, broad black marker pens, contrasting colours, board work is spoken/explained, whole staff awareness training.
Hearing Impairment	STS support, radio mic, correct seating position in classroom, trial of Soundfield System. Whole staff awareness training.
Visual programs	CLICKER, one TA trained in use of Communicate in Print.

Access to the physical environment

The ground floor is accessible to wheelchair users through the main door. Access to the disabled toilet is a level route through the main hall. Access to the ground floor classrooms is possible through the class doors to the playground and outside play areas but steps from the corridor from the hall to ground floor classrooms prevents direct access in a wheelchair to this area. The school has an upper floor where the Key Stage 2 classrooms are situated at present. As this floor has no lift facility, physically disabled wheelchair users would be unable to access the upper floor. At present there are no wheelchair users at the school. However, recognising our anticipatory duty, if a wheelchair user (pupil or member of staff) were to join the school their classrooms would initially need to be on the ground floor and plans made to have at least one lift installed.

General evacuation procedures for disabled visitors?

Signs showing level evacuation route for wheelchair users with no stairs?

At Horton Kirby we are aware that there may be disabled pupils needing adult support for personal care. The school has an accessible toilet facility accommodating a toilet with handrails, washbasin, shower and space for a child, wheelchair and up to two adults.

We have experience at Horton Kirby of pupils with various complex medical needs and staff receive information and training from health professionals where recommended. Teaching Assistants may be required to volunteer to carry out simple procedures. **Job descriptions for new support staff ensure that meeting the medical needs of disabled pupils is included.** Two Teaching Assistants have received mobility training.

An allocated parking space is available for parents of disabled pupils or disabled users. Access into school from the parking space is level with a ramp to the main door. As the main entrance door does not open automatically, unaccompanied disabled users may require assistance from reception when entering the school.

Some disabled pupils will need specialist equipment or furniture in order to access the curriculum. There is funding for pupils with Statements who require expensive specialist technical equipment from Kent County Council. This has been utilised for a pupils with visual and hearing Impairments. However, the provision of most auxiliary aids and services is the responsibility of the school. This equipment (e.g. writing slopes, large key calculators, for example, will be ordered when general furniture and equipment is purchased.

Environmental audits are regularly carried out to ensure the school environment, including play areas, are more accessible for pupils with mobility and sensory

difficulties. Attention has also been paid to providing calmer areas of the playground which can be used by pupils with social difficulties.

Access to the curriculum

All areas of the curriculum are made available to pupils regardless of their disability. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity. Auxiliary aids and services will be provided by the school to increase equality of opportunity. Where an activity cannot be made accessible or would be inappropriate then an alternative activity will be made available. If certain physical activities are inappropriate, alternative physical activities will be offered. E.g. Handwriting practice might be inappropriate for some disabled pupils but practising keyboard skills is a suitable and valuable alternative. Or in P.E. a yellow ball with bells inside might be used for a pupil with visual impairment.

Two Teaching Assistants have been trained in Level 1 Braille. One Teaching Assistant has received speech therapy training. One Teaching Assistant has worked with young children in a hospital environment. Additional staff training will be planned depending on the impairments of our disabled pupils in order to improve access to the curriculum. Training will be accessed from the Local Authority Specialist Teaching Service, Specialist schools or other specialist providers such as the RNIB or National Autistic Society.

In some cases an additional Teaching Assistant is made available in a classroom to provide support in order to access the curriculum.

Some pupils with a disability will have access to advice or teaching from the Specialist Teaching Service. E.g. a pupil with Hearing Impairment receiving regular visits from the HI advisor and a pupil with visual impairment receiving weekly visits to teach Braille. Outreach support is provided for pupils with ASD.

Specialist equipment is purchased to increase access to the curriculum for disabled pupils, e.g. radio mikes, books with large print, Braille resources, writing slopes and pencil grips. Subscriptions are made to access resources such as Clearvision books and Speechlink and Languagelink resources.

Access to school visits can be problematic for some disabled pupils. If a pupil has a disability that impacts access to a school visit, reasonable adjustments are made to or more accessible venues and transport providers will be booked. Staffing will be increased when necessary or parents and carers will be invited to accompany the class on the visit in some cases.

Access to written information

Where a disability prevents equal access to written information, steps will be taken to ensure that information is provided in a manner which is easy for the disabled pupil

to access. This might involve producing worksheets in a larger font size, Magnifiers to increase font size, Screenreaders such as Supernova, spoken books and using Braille for the visually impaired.

Symbol software and programs such as CLICKER may be used to support learners with reading difficulties.

Plan for future improvements to provision

Future provision - environmental	Details	Date
Mobility training	Plans for at least one additional Teaching Assistant to be trained in mobility for pupils with visual impairment.	By 2013
Lighting	Diffusers to be fitted to all lights	TBA
Ramps	Ramp to be made to playground entrance door.	TBA
Lifts	To be installed if necessary on stairs to classrooms on ground floor.	
Future provision - curriculum	Details	Date
Visual Impairment	Plans for at least one additional Teaching Assistant to be trained in Braille.	By 2013
Hearing Impairment	Use of Soundfield System	From June 2012
Physical disabilities / gross motor skills	BEAM programme to be used in Year 1 as well as Foundation Stage.	From Sept 2012
Speech and Language	Screening of speech skills using Speech Link.	From Sept 2012
Future provision - information	Details	Date
Visual Impairment	Plans for at least one additional Teaching Assistant to be trained in Braille.	Sept 2012
Visual Programs	Purchase of Widgit / Communicate in Print program.	If required
Signage around school	Audit for clarity.	2012-13

Making the plan available

The Access Plan will be made available to interested parties **and is published on the school network and website.**

For further guidance and support contact the Head Teacher or SENCO.

Review June 2019