



Hackwood Primary Academy- Accessibility Plan July 2019

Hackwood Primary Academy has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to being an inclusive school. This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every three years.

Definitions of SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- *has significantly greater difficulty in learning than the majority of others of the same age or*
- *has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'*

(SEND code of Practice 2014)

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2014)



The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

- The Hackwood Primary Academy admissions policy
- The Behaviour Policy.
- The Special Educational Needs policy.

The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014).

The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered regularly. The discussions will involve staff, parents and children and/or outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Curriculum Access

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team.
- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Teachers, teaching assistants and key midday supervisors are given professional development to teach and support children with physical disabilities or additional needs through school INSET, capacity building within teams, external courses and through LA/The Harmony Trust multi-disciplinary team (MDT) input.
- Lessons are differentiated effectively to allow all pupils to achieve their potential. This is shown in short term planning and is monitored on a regular basis by the SLT.
- Children are taught and learn in a variety of ways using visual, auditory and kinaesthetic prompts. Children are also encouraged to think about learning and their multiple intelligences.
- All pupils are encouraged to participate in expressive and creative arts.
- ICT is used creatively to give pupils with physical disabilities access to the curriculum and to communicate effectively.
- Strategies are put into place for children with visual impairments such as desk props, bold lined paper, considerations for seating and positioning in the classroom.
- Visits are a fundamental part of our curriculum. Wherever possible, all children attend them, sometimes parents will be asked to accompany their child.
- School works effectively with outside agencies including Speech and Language Therapy, The team for Visual Impairment, the Physical Disabilities Hearing Impairment teams. We also work closely with health professionals including the school nurse, dental nurses and physiotherapists.

Physical Access

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THE HARMONY TRUST

BELIEVE • ACHIEVE • SUCCEED

- Hackwood Primary Academy is a new build (opened September 2019) and is accessible for those with limited mobility.
- There is a disabled toilet.
- Symbols and large print to be used throughout school for those with visual impairments (where required).
- Communication in Print, blank level questioning and a range of strategies to support individual needs are used to develop communication throughout for individual pupils with Special Educational Needs, as appropriate.
- Adapted/specialised furniture provided to meet individual needs.
- Space for small group work and individualised work for targeted learners.
- Children's work is shown to be valued by use in displays around the school.

Information Access:

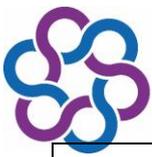
- Visual timetables and information supported by signs/symbols for targeted pupils, as required.
- Home-school books for targeted children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils and/or parents/carers.
- Parents section on school website with access to policies and long term planning.
- Text messaging to parents.
- Twitter account and half termly newsletters.
- Bi-lingual support, where possible, to communicate verbally with parents who do not speak English.

The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.

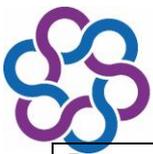
Objectives	Tasks/Actions	Resources	Lead	Monitoring
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided by the SENDCo in INSET and through regular staff meetings. SENCO to attend termly LA and/or The Harmony Trust SEN network/hub meetings	INSET meetings SENDCo release time to attend LA and/or The Harmony Trust SEN network/hub meetings	SENDCo	Monitoring of teaching and learning, including: <ul style="list-style-type: none"> • Pupil books • Observations/ learning walks • Progress data
To ensure all staff are trained to support pupils with Speech, Language and Communication Needs (SLCN)	Conduct audit of provision for pupils with SLCN Deliver training on 1:1 support for staff to support individual pupils' needs.	Time, as required, of SENDCo	SENDCo	Monitoring of teaching and learning, including: <ul style="list-style-type: none"> • Pupil books • Observations/ learning walks • Progress data • Audit
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in Asthma, Epilepsy and as required for specific conditions. Update pupils' Medical Conditions annually and ensure annual parents return is gathered.	School Nurse support Annual update of pupils' medical needs Training, as required	SENDCo School Nurse	Compliance officer to monitor staff training updates/needs (termly)
Objectives	Tasks/Actions	Resources	Lead	Monitoring

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To continue to provision map to meet individual needs within each cohort.	SMT to provision map and adjust TA support to meet individual/ group needs. Include SEND within pupil progress meetings.	SENDCo release time and termly teacher support 1:1 sessions from SENDCo and/ or Head of Academy	SENDCo	Planning, teaching and learning support. Termly pupil progress meetings.
To support reading & writing for pupils with specific learning difficulties	Purchase individual resources, as required. 1:1/small group support and interventions, led by HLTAs. Pre and post tutoring, as required, including precision teaching. Apply for additional time and/or different resources to support pupils to access end of Key Stage tests	Time, as required, of HLTAs	Executive Principal, SENDCo Class teachers and HLTAs.	Reviewed half termly to ensure that the approaches are impactful.
Pupils' access to the curriculum is increased through personalisation and differentiation	All staff are aware of different learning styles and plan and deliver for this in the classroom. Super 7 guidance and Teaching and Learning Handbook.	SENDCo release time and termly teacher support 1:1 sessions from SENDCo/ HoA	HoA/ SENDCo and all class teachers	This is monitored through regular lesson observations /learning walks.
Availability of written material in alternative formats	The school makes itself aware of the services available for converting written information into alternative formats. Office staff, HSLO and academy leaders are aware of parents/ carers access needs and will provide support when needed.	Additional function on website	Office staff and academy leaders	To be monitored through parent surveys and through termly parent forum meetings
To ensure any children who are at early stage of learning English are supported and have a curriculum which matches need	Teaching and non- teaching staff trained in induction for EAL families. Family support worker to support families holistically Specific assessment for EAL (Bell Foundation Assessment) – to ensure learning matches need	Specific teaching of groups Family support worker and manager		



Future Considerations

- It may be necessary to provide new facilities, to meet pupils' individual needs.