



Hempland
Primary School

Accessibility Plan

2023-2025

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Review Date:	September 2025
Members of staff responsible:	Aimee Wilkinson & Abbie Innes

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by the DfE in July 2002.

Definition of Disability

Disability is defined as follows by the Disability Discrimination Act 1995:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

Planning Duty

The school recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled pupils in its 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

Hempland Primary School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:

- 1. Increasing the extent to which disabled pupils can participate in the school's curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- 2. Improving access to the physical environment of the school.** This covers improvements to the physical environment of the school and physical aids to access education.
- 3. Improving the delivery of written information to disabled pupils.** This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils, e.g. larger print / Braille.

Consultation with pupils, parents and disabled people

The school is committed to liaising with staff, pupils, parents and other stakeholders to evaluate existing provision and plan for the future needs of the school and its users (see Disability Duty).

Audit of existing provision

1. Curriculum

- Inclusive venues for residential visits have been identified
- A range of intervention programmes are available to support children with learning difficulties and disabilities, based on the recommendations of external specialists and the skills and experience of teaching and support staff
- All pupils are encouraged to take part in a range of physical activities, modified as needed
- The school monitors all visits and clubs to maximise availability and participation to all pupils
- Staff are trained in the administration of emergency aid, with emergency medicines designed to deal with specific conditions and associated with specific disabilities being addressed by specifically identified staff under instruction from parents and medical experts
- The school utilises pastoral support to support the emotional needs of pupils

2. Physical Environment

- The school has many entrance/exit doors which are wheelchair accessible.
- The Caddell Centre is a specialist room for children who are deaf. This is accessed for intervention support and for work with Teachers of the Deaf.
- The school is mainly on one level with flexible learning opportunities available as required.
- There is an accessible toilet and hygiene facilities for pupils with continence difficulties.
- Specialist equipment is available for children as required.
- Accessible parking spaces are available directly in front of the school building.

3. Written Information

- Advice is sought from external agencies when needed for example, those dealing with Ethnic Minorities, Speech & Language and Visual Impairment etc
- The school keeps up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

We recognise that there is a need for raising ongoing awareness and will provide training for staff and governors in the matter of disability discrimination to inform attitudes on this matter and for continuing professional development.

Policies

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND Policy. The Access Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan
2. The plan will be informed by feedback from parents, pupils and people with disabilities
3. The plan will be kept under review and revised as necessary
4. The plan will be published on the school's website.

The plan is available in the following formats, as requested from the school office:

- e-mail
- enlarged print

ACTION PLAN

	Targets	Strategy	Outcomes	Timescale
Access to the curriculum	To monitor and develop the quality of inclusive practices throughout the school.	Monitor through pupil tracking of vulnerable groups. SENCO & SLT.	Pupils with SEND will have access to the school curriculum, with elements and resources tailored to their individual needs (e.g. enlarged print for visually impaired children)	Ongoing
	Ensure teaching and support staff have specific training on disability issues.	Audit staff and share training opportunities. SENCO & SLT.	Work and strategies tailored for individual pupils allowing them the best outcomes and access opportunities.	Ongoing
	Specialist advice from deaf and hearing support team to ensure accessibility for pupils.	Seek advice from specialist teams for training and support for staff when necessary	Increased knowledge and confidence for staff of how to include and support children with hearing needs.	Ongoing as required
	Review PE curriculum to ensure PE is accessible to all.	Monitor PE curriculum and ensure accessible sports are within curriculum SENCO and PE lead	Greater access to the PE curriculum and inclusive sports/activities.	Ongoing
	Ensure after school clubs are accessible for all children	All activities to be conducted in an inclusive environment and relevant risk assessments completed if necessary. Attendance to clubs is monitored Provide additional support (1:1) as required. SENCO and DH	Activities will be conducted in an inclusive and safe environment. Greater access to school enhancement club/s for all pupils.	Ongoing
	Increase confidence in teaching staff in adapting and differentiating the curriculum	Staff training on specific needs (ADHD, ASD, Dyslexia) Adapted teaching training to be embedded and reviewed.	Raised confidence, increased staff knowledge to plan inclusive lessons and support children's learning needs.	Ongoing
	Reflect identified areas of need in lesson planning and delivery.	Incorporate Quality First Teaching into all planning.	Children are able to access the teaching and learning in their classroom with their peers	Ongoing
	Ensure regular cycle of staff being trained in Team Teach techniques	Members of staff to be trained in Team Teach strategies at every opportunity.	Children will remain in school and staff confidently deal with situations if/when they arise	Ongoing
Access to the physical environment	Ensure access to computer technology (chromebooks/l-pads) appropriate for pupils with disabilities.	Staff to seek advice from external agencies, Computing lead and Vital	Children are included in whole class learning.	Ongoing as needs arise
	Ensure that classrooms are optimally organised for disabled pupils within current restraints.	Staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties. Seek advice from external professionals	Children with specific needs will be able to access their classrooms and school activities	
	Ensure that access to school buildings and	Accessibility & clarity of signs around school.	Children with specific needs will be able to access their	

	site can meet diverse pupil needs.	Awareness of independent access	classrooms and school activities	
	To ensure that all children can access sound in school.	All staff that currently have a child in their class with hearing needs should be confident about how to use the sound equipment effectively.	Children with hearing needs will be able to access their classrooms and school activities	
Access to information	To ensure communication between home and school meets the needs of all learners and their families.	Dedicated staff to prepare and alter resources as needed. Letters to parents sent via email using appropriate software to ensure compatibility with text to speech software or enlarged print copies made	Parents and carers are able to access all information from school.	Ongoing
	To increase support for parents/carers of SEND pupils	Promote the SEN section of the school website. Share relevant literature and opportunities with parents as required	Increased confidence and awareness of parents	Ongoing
	Availability of materials in different formats	Seek advice from LA for converting written information into alternative formats where needed	Full access to materials for disabled pupils	Ongoing as required
	Review current publications and promote availability in different formats	School prospectus, newsletters and other school information to be available in other formats e.g electronic, audio, braille or large print	School information to parents and the wider community is improved.	Ongoing

Appendix A

Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal, day to day activities.

'Long-term' is defined in the Disability Discrimination Act (DDA) as 12 months or more.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term. The effect of the impairment has to be considered, as it would be without any medication or other treatment.

The definition can include a wide range of impairments such as

- Learning difficulties
- Autism
- Speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with progressive conditions such as cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Many children who have SEN will also be defined as disabled under the DDA. For planning purposes and for the avoidance of discrimination, it may be helpful to think of more pupils with SEN being included in the definition of disability rather than fewer; it is likely that many of the pupils who have SEN and an Education, Health and Care Plan or are undergoing statutory assessment will count as disabled.

However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN, but may have rights under the DDA. Similarly, not all children with SEN will be defined as disabled under the DDA. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Details of disability are collected in the following ways:

- Pupils – from SEND Register, medical record sheets and entry data sheets (SIMS).
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Senior Leadership Team in confidence, application form data.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb.	
Sensory impairment	Sight and/or hearing impairment.	Sight problems corrected with glasses or contact lenses do not qualify.
Learning Difficulty, including Specific Learning Difficulty	General and specific learning difficulties, including dyslexia, dyscalculia and dyspraxia where diagnosis has been made by a recognised and qualified professional.	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD, Obsessive Compulsive Disorder and separation anxieties.	Diagnosis awarded by a medical professional, e.g. Community Paediatrician or CAMHS.
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs.	Identification by Speech & Language Therapy Team

Appendix B
Is Tom disabled? (DfE)

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?

Mobility: getting to/from school, moving about the school and/or going on school visits?

Manual dexterity: holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball?

Physical co-ordination: washing or dressing, taking part in games and PE?

Ability to lift, carry or otherwise move everyday objects: carrying a full school bag or other fairly heavy items?

Continence: going to the toilet or controlling the need to go to the toilet?

Speech: communicating with others or understanding what others are saying; how they express themselves orally or in writing?

Hearing: hearing what people say in person or on a video, DVD, radio or tape recording?

Eyesight: ability to see clearly (with spectacles/contact lenses where necessary), including any visual presentations in the classroom?

Memory or ability to concentrate, learn or understand: work in school including reading, writing, number work or understanding information?

Perception of the risk of physical danger: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads?

2. Is Tom's difficulty caused by an underlying impairment or condition?

3. Has Tom's impairment or condition lasted, or is it likely to last, more than 12 months?

4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered yes to questions 1 to 4, then Tom is probably disabled under the Disability Discrimination Act. If Tom receives medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.