



Accessibility Plan

Hamstel Junior School

Excellence in Everything

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Date reviewed	July 2023
Date of next review	January 2025



Hamstel Junior School Accessibility Plan

Introduction

Our Accessibility Plan is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race. Hamstel Junior School puts accessibility for all at the heart of the planning and design process.

As a school, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, emotional and cultural needs. Further, we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

The school recognises that many of our pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We understand that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment.

As part of our ongoing commitment to the delivery of an inclusive educational service, we work hard to ensure that all our pupils receive a high a standard of education and are supported in reaching their full potential. Good communication and co-operation between the school, home and other professionals are essential. The key aims of this plan are to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to increase disabled pupil's physical access to education and extracurricular activities.
- Improve the delivery of information to disabled children and young people; using formats which give better access to information.
- Provide continued education as normally as the condition allows.
- Reduce the risk of lowering self-confidence and educational achievement.
- Promote equal access to education for all children.
- Establish effective liaison.
- Ensure that prompt action takes place.

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have 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. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that should be considered.

It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

Existing Good Practice in School

Access and participation to the curriculum

- Visual prompts and resources including visual timetables are used to facilitate access for all pupils where these are seen to be helpful
- Disability awareness is promoted in the curriculum, through assemblies and specific events.
- Staff working with pupils with disabilities receive specialist training
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children, for example a named adult will provide 1:1 support if appropriate
- Disabled pupils are able to access a range of activities and clubs beyond the school day

Access to the physical environment

- The school is accessible for wheelchairs and frames. Corridors and routes are kept clear of obstacles.
- Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs

The delivery of information

- Pupils on roll receive support from specialist services e.g. Occupational Therapists, dyslexia, Educational Psychologist.

Key Objectives

This plan sets out the proposals of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Monitoring, review and evaluation

Training needs will be identified where appropriate in the school year to continue to raise awareness and support staff on equality issues with reference to the Equality Act 2010. It is a requirement that our accessibility plan is resourced, implemented, review and revised as necessary and reported on annually. Below is a set of actions showing how Hamstel Junior School will address the priorities identified in the plan. The plan is valid for two years 2023-2025 and reviewed annually.

The Accessibility Plan will contain relevant actions to:

Aim 1

Improve access to the **physical environment** of the school, adding specialist equipment as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

Aim 2

Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are non-disabled pupils. 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. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

Aim 3

Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy Improvement Plan
- Teaching & Learning Policy
- Equality and Diversity Policy
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs Policy
- Behaviour Policy
- Asset Management Plan
- Mission Statement
- curriculum policies
- School website
- School key information booklet

Accessibility of the site

Hamstel Junior School's building is well designed to meet the needs of disabled pupils:

- all classrooms are on the ground floor;
- use of these classrooms can be used to meet pupils' needs;
- all public-access rooms, including front and back entrances, toilets, library, and hall are on the ground floor, with no steps or ramps in place
- On-site car parking for staff and visitors includes dedicated disabled parking bays.
- 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 hatch, this being fully accessible to wheelchair users.
- There are disabled toilet facilities available. All these are fitted with a handrail and a pull emergency cord.
- The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.
- The swimming pool has a pool hoist.
- Site has been accessed for those who are visually impaired.

Action Plan

Hamstel Junior School has identified the following points for action as part of its Improvement plan and Asset Management Plan, in order to achieve the key objective:

Aim 1 – The Physical Environment

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	On-going	Site Team	Enabling needs to be met where possible.
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of POPP process • Undertake confidential survey of staff and trustees to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 	With immediate effect, to review termly in line with POPPS review	Teaching and support staff AHT for SEND and Inclusion	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher AHT for SEND and Inclusion	Enabling needs to be met with external agencies where necessary.
	Ensuring disabled parents have every	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children 	With immediate effect to be constantly	Whole school team	To ensure that disabled parents are not

	opportunity to be involved	<ul style="list-style-type: none"> • Arrange interpreters from the RNID to communicate with deaf parents • Offer a telephone call to explain letters home for some parents who need this • adopt a more proactive approach to identifying the access requirements of disabled parents 	reviewed		discriminated against and are encouraged to take interest and be involved in their child's education
Medium Term	Improve physical environment of school environment	School to continue to have strong links with schools in Southend Local Authority and the wider community. To seek support from Portico Academy Trust's facilities manager when updated or revising school facilities and environment.	Ongoing	SLT All staff Site Management	Improved awareness of disabilities/the wider community of Southend and the world and their needs Improved community cohesion
Long Term	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 4 & 6 children	On-going	SLT	No accidents
Long Term	To maintain accreditation of Enhanced Healthy Schools award	Continue to work towards Healthy Schools and the AIP target of improving the school community's mental health and wellbeing	To be reviewed by PHSE SL/Curriculum SL	PSHE/Healthy School Co-ordinator Whole school approach	

Aim 2 - The Curriculum

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To liaise with the Infant School to review potential intake for September	To identify pupils who may need additional to or different from provision for September Intake	Summer Term - annually	HT Transition teacher	Procedures/ equipment/ ideas set in place by September
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	On-going and review annually	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	On-going	HT Inclusion Manager All Teachers	Clear collaborative working approach

	To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	On-going	HT LSAs School Nursing Team and other outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children	<p>Outside Play visits; Employment of specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of SEND levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive IT equipment • Specific equipment sourced from occupational therapy 	On-going	Teachers SENCO Special school Ed Psych	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum.
Medium Term	To finely review attainment of all SEN pupils.	AHT SEND and Inclusion/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers AHT for Inclusion and SEND	Progress made towards IEP targets Provision mapping shows clear steps and progress made
	To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Elklan training for relevant staff • Giving alternatives to 	On-going	Whole school approach	Variety of appropriate activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

		<p>enable disabled pupils to participate successfully in lessons</p> <ul style="list-style-type: none"> • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 			
Long Term	To evaluate and review the above short and long term targets annually	See above	Annually	SMT, Core curriculum co-ordinators	All children making good progress.
	To deliver findings to the Portico Trustees and Facility Manager	Trustee visits and Facility Manager visits	Annually Termly	AHT for SEND and Inclusion SLT/SEND Trustee	Trustees fully informed about SEN provision and progress

Aim 3 - Information

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Parent with hearing impairment	Regular communication with parents Interpreter provided for parents' eve/annual reviews	On-going	Class teacher SLT	Two way communication in place.
	Parent with visual impairment	Regular communication with parents, and communication enlarged	On-going	School office	Two way communication in place
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	On-going	All staff to be aware AHT for SEND and Inclusion	ASD children able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Use of Clicker to support learners with reading difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is 	On-going	All staff to be aware DHT	

		accessible to all is a valuable exercise.			
Medium Term	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> Records passed up to each class teacher. End of year class teacher meetings Annual reviews EHCP meetings Medical forms updated annually for all children Personal health plans Significant health problems –children's photos displayed Pupil profile on Arbor updated 	Annually	Class teachers Outside agencies SLT Office staff	Each teacher/staff member aware of disabilities of children in their classes
Long Term	In school record system to be reviewed and improved where necessary.	Record keeping system to be reviewed. Arbor in place for whole staff to record all communications and updates on children	Continual review and improvement	Assessment Co-ordinator/SLT/	Effective communication of information about disabilities throughout school.