

# Hyde Park Junior School

## Accessibility Plan



**Approved by:** Tina Jackson (Head-teacher) **Date:** 15/9/18

**Last reviewed on:** September 2018

**Next review due by:** September 2021

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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Hyde Park Junior School we believe a school should be a learning community, a place where everyone has the same chance to develop and succeed, where all should aspire to excellence. At our school individuality and difference are celebrated and everyone is valued

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including SLT, SENCO, pupils, parents and governors of the school.

### 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	Hyde Park Junior School works with a range of outside agencies and stakeholders to develop best practice in supporting children with SEND. Current practice includes: <ul style="list-style-type: none"> <li>Curriculum progress is tracked for all pupils</li> <li>Visual timetables used in all classes</li> <li>Inclusive classroom environments</li> <li>Ongoing SEND training from SENCO and external specialists as required for</li> </ul>	<p><b>Short term</b></p> <p>Staff are trained to ensure key children are appropriately included and support at all times in school</p> <p>Ensure parent voice is strong within the school community, particularly for children with SEND</p>	<p>Precision teaching training for all specialist teaching assistants</p> <p>ELSA training for all STAs</p> <p>Epilepsy and diabetes training for key staff including MTAs</p> <p>Offer information evenings to include maths and internet safety</p> <p>Elicit parent and pupil voice about various elements of school life through a combination of questionnaires and face to face events</p> <p>Review SEN information report in collaboration with parents to ensure parent voice</p> <p>Ensure links to the Plymouth Online</p>	<p>SENCO</p> <p>HT / DHT</p> <p>HT / DHT</p> <p>SENCO</p> <p>SENCO</p>	<p>Autumn '18</p> <p>Ongoing</p> <p>Autumn '18</p> <p>Autumn '18</p> <p>Autumn '18</p>	<p>Staff are trained in PT, ELSA, diabetes and epilepsy care</p> <p>Parent body reports positively about opportunities for engagement</p> <p>POD entry up to date and usable</p>

	<p>teachers, TAs and MTAs</p> <ul style="list-style-type: none"> <li>Weekly SEN surgeries to discuss individual pupil need</li> <li>SEND withdrawal space 'The Snug' has just been developed to support play based learning activities which can be interspersed with classroom learning</li> <li>Children trained in Circle of Friends, Peer support and sports leadership to raise self-esteem and promote ongoing networks</li> <li>DHT takes targeted groups for maths and English to support key children</li> <li>Close links with HPIS to support transition of Y2 children</li> </ul>	<p><b>Medium term</b></p> <p>Ensure individual children are more effectively supported to be able to work with greater independence and autonomy within each class</p> <p>Ensure PKS standards are implemented effectively (statutory from Sept 18)</p> <p><b>Long term</b></p> <p>Review of how children with SEND are identified and classified, including a category that identifies children making</p>	<p>Directory are clear to support parental access</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Invest in assistive technology to support autonomy for learners with SEND (trial scanner pens, voice recognition programs, use of laptops between home and school and continue to research other available tech)</p> <p>Ensure participation in inclusive SEND games</p> <p>Development and implementation of individual desktop visual timetables for identified children</p> <p>Ongoing evaluation of quality first teaching to ensure all lessons are appropriately adapted to meet the needs of all learners</p> <p>Identify how assessment is being conducted in SATs and across the school for children working PKS</p> <p>Deliver staff training about ensuring the needs of children working PKS are being met effectively</p>	<p>CTs / TAs</p> <p>SENCO / HT</p> <p>Sports coordinator</p> <p>SENCO / CTs</p> <p>HT / DHT / year leaders / SENCO</p> <p>SENCO / DHT</p>	<p>Summer '19</p> <p>Spring '19</p> <p>Spring '19</p> <p>Spring '19</p> <p>Ongoing</p> <p>Summer '19</p>	<p>Resources used are representative of the complete student body</p> <p>More children are able to independently access the curriculum without close adult support</p> <p>Children to attend 3+ inclusive sporting events per year</p> <p>Children who need to will have individual visual timetables</p> <p>Standards continue to rise in class and in terms of results</p> <p>Children working below KS are accurately assessed</p>
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		<p>less than expected progress</p> <p>Continue to forge stronger links with HPIS to understand EYFS / Y1 rather than just Y2</p>	<p>Review classification and categorization of children on the SEN register</p> <p>Develop criteria for classification</p> <p>Adjust classification as needed to accurately represent the needs of the children</p> <p>Once the schools have both joined the same MAT review systems alongside other MAT schools and work collaboratively to improve consistency between the schools</p> <p>Review SEN policy alongside HPIS to ensure continuity</p>	<p>SENCO / HT</p> <p>SENCO / HT / DHT</p>	<p>Summer '20</p> <p>Spring '19</p>	<p>Number of children on the SEN register is reduced. All staff are clear what children are on the register for.</p> <p>Systems in place to ensure regular collaboration between HPIS and HPJS</p>
Improve and maintain access to the physical environment						
Improve the delivery of information to pupils with a disability	<p>Hyde Park Junior School uses a range of communication methods to ensure information is accessible through bespoke adaptations for individual children as they need them. This includes:</p> <ul style="list-style-type: none"> <li>• Use of concrete apparatus</li> <li>• Pictorial or symbolic</li> </ul>	<p><b>Short term</b></p> <p>Review success of 'Sound Field' tech trial</p> <p><b>Long term</b></p> <p>To ensure access is as widely available as possible we need to conduct further research into</p>	<p>Decide if we should use this or continue alternative research into supporting children with hearing loss in alternative ways</p> <p>Look into the use of:</p> <ul style="list-style-type: none"> <li>• Support for children with visual</li> </ul>	<p>SENCO</p> <p>SENCO</p>	<p>Autumn '18</p> <p>Summer '19</p>	

	<p>representations</p> <ul style="list-style-type: none"><li>• Use of dual coding (ie pictorial and written on prompt cards)</li><li>• The use of play based learning to support and reinforce concepts</li><li>• Large print resources</li></ul>	<p>the best way to support learners with auditory and visual disabilities</p>	<p>impairment</p> <ul style="list-style-type: none"><li>• Induction loops</li></ul>			
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#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the head-teacher and SEN governor

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy





