



Hawley Primary School Accessibility Plan – April 2022 – 2025

This plan will be reported on annually at a full governing body meeting

Hawley Primary School aims to treat all its pupils fairly and with respect. We are committed to ensuring that all members of the school community are able to use the school and its facilities. We want all students to have full access to the curriculum and to participate with equality in the wider life of the school. Our school is committed to ensuring that all staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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 offered
- Improve the quality of accessible information to disabled pupils and their families

A disability is defined as a physical or mental impairment, which has a substantial, long term and adverse effect on a person's ability to carry out normal day-to-day activities.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The Action Plan attached demonstrates how the school will address the priorities identified in the Accessibility Plan.

Increasing the extent to which disabled students can participate in the school curriculum

The governors and staff of Hawley Primary School are committed to the inclusion of all students with special educational needs and disabilities in the full life of the school, with equal access to a broad and balanced curriculum.

Currently:

- There is an ongoing focus, and training, within the school to develop quality first teaching which is inclusive for all students
- Staff and governors are made aware of their responsibilities and requirements under the current legislation
- The school has well-established procedures for the identification and support of pupils with Special Educational Needs including a clear transition programme for pupils with SEND

- Detailed pupil information on SEND pupils is shared with relevant staff
- There is enhanced access to learning provided through the deployment of learning support assistants trained in the delivery of interventions
- The school offers a carefully differentiated curriculum that enhances inclusion, including focused intervention groups and a personalised curriculum for the students with the most complex needs
- Children with SEND are a focus in termly Pupil Progress meetings with the class teacher.
- Close working relationships with external agencies are established (e.g. EP, CAMHS etc.)

Areas for development

- Further staff training on enhancing the learning for children with different needs, in particular, training on supporting learning for children with ASD, ADHD, Mental Health needs and Down Syndrome
- Reorganisation of support staff to ensure the even more effective deployment of Learning Support Assistants throughout the school.
- The development of a Pupil Passport for all children with SEND so that knowledge about strengths and difficulties may be shared more easily.

Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services offered

Currently

- The school site is fully DDA compliant
- All areas of the school are accessible by a lift
- The corridors are wide and spacious
- There are disabled toilets on every floor of the school
- There is a room with a shower for students who may require personal care
- There are disabled parking bays outside of the school building which disabled staff, parents or parents of disabled pupils can use
- We ensure that all pupils have the opportunity to participate in school visits irrespective of attainment or impairment
- We ensure that teachers and teaching assistants receive the appropriate training to support pupils with disabilities

Areas for development:

- Develop calm spaces primarily for children with ASD and for all those children who need this intervention
- Continue to ensure that children with additional needs have full access to clubs and after school facilities
- Improve the lunchtime experience for children who need a calmer space or support with eating difficulties or interacting in the playground

Improving the delivery of information to disabled students and their families

Hawley Primary School makes every effort to ensure that students and parents with disabilities have full access to all relevant information.

Currently:

- There is a commitment on the part of all staff to maintain open communication with parents of children with SEND

- External Professionals working with children with SEND, such as speech and language therapists or occupational therapists, communicate directly with the parents of children with SEND to provide support and/or advice
- Parents can make direct contact with the SENDCO who is available at the beginning and end of the school day
- The SENDCO meets regularly with parents of children with SEND to ensure that they are fully informed
- At the end of the day, LSAs are available to share the events of the day with parents of the pupils that they support

Areas for development

- Develop a Pupil Passport for children with SEND, which is shared with the child's parents.
- Reintroduce a support group for parents of children with ASD.
- Rebuild a time table of coffee mornings and learning sessions for families to ensure that all parents understand key school information

As stated above, Hawley Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

Special Educational Needs Policy
 School SEND Information Report
 Safeguarding Policy

The SEND Governor, HT and SENCO will review the Accessibility Plan annually and share it with the Governing Body.

To be reviewed: April 2023