

# Hillborough Junior School



## Accessibility Plan

**Last Policy Review** – January 2022

**Next Policy Review date:** January 2025

**Last Plan Review** – January 2022

**Next Plan Review date:** January 2023

### Updates since last version:

Section Title	Page Number	Change
Vision, Mission and Values	2	Addition of updated vision and mission statement and inclusion of values.
Information from pupil data and school audit	3	Updated list of needs and abilities present at the school.
Monitoring and review	5-7	Inclusion of monitoring and review checklist
Accessibility Plan	8-12	Updated

### Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA).

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment.
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This plan sets out the proposals of the Governing Body of Hillborough Junior School to increase or maintain access to education for disabled pupils in the three areas required by the planning duties of the Equality Act 2010:

- Increasing the extent to which disabled pupils can participate in the school curriculum, expanding the curriculum where necessary, to ensure that pupils with a disability are as equally prepared for life as are able bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure or cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improving and maintaining access to the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving 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 reasonable timeframes.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### **Vision, mission and values**

Hillborough Junior School is committed to giving all its children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter most. Hillborough Junior School promotes individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

### **Our vision statement:**

To be:

- An outstanding place of education mutually respected and valued by the community it serves.
- A place where **all** children thrive, aspire to excellence, and develop the habits and values required for life in an ever-changing world.
- A place where colleagues utilise professional development opportunities to be the best they can be and to deliver a first class education.
- A place where the whole school community work together for the safety, wellbeing and all round development of **all**.

### **Our mission statement:**

At Hillborough Junior School, we work together as a family to provide a safe, happy, creative and healthy learning environment that fosters academic, emotional, social and physical growth for **all**, whilst creating the opportunity for children to develop the, knowledge, skills, values and habits needed to lead a positive and fulfilling life.

## Our values:



DETERMINATION to be the best I can be.



PASSION for learning



TEAMWORK to help us tackle problems together



SELF-BELIEF to believe that 'I can do it'



HONESTY in character and in the hard work we do.



RESPECT everyone because we have the world at our school

Our school aims to be an inclusive school. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children or any adults associated with our school without regard to differences in/for:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs or disabilities
- Gifted and talented children
- Children at risk of disaffection or exclusion
- Sexual orientation
- Gender reassignment
- Pregnancy/maternity
- Mental Health

### Information from pupil data and school audit.

We currently have a range of children from all backgrounds, needs and abilities. These include:

- ASD (Autistic Spectrum Disorder)
- Dyslexia
- Developmental needs

- Physical Disability
- Gross and fine motor disabilities
- Social, Emotional and Mental Health Needs

We collect information from the Early Years/Infant settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

We collect data through questionnaire responses from parents or carers.

### **The main priorities in the school's plan**

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

#### Increasing the extent to which disabled pupils can participate in the school curriculum.

- ✓ Within a rolling programme of curriculum policy review and school improvement, ensure that policies relate to disabled pupils and the outcomes in the Every Child Matters agenda.
- ✓ Draw on expertise of external agencies to provide specialist advice and support.
- ✓ SENCo to have an overview of the needs of disabled pupils.
- ✓ Ensure there are high expectations.
- ✓ Ensure there is appropriate deployment and training of learning support staff.
- ✓ Share successful practice within the school and beyond.
- ✓ Work with partner schools.
- ✓ Ensure disabled pupils have access to extra-curricular activities and school visits.

#### Improving and maintaining access to the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- ✓ Ensure that any planned extension and remodelling of the school increases accessibility and addresses priorities identified in the accessibility audit.
- ✓ Include accessibility in the school improvement plan where appropriate.
- ✓ Ensure that any repairs and replacements to fixtures and fittings increase accessibility.

#### Improving the delivery of written information to pupils, staff, parents and visitors with disabilities

- ✓ Ensure that disabled pupils receive hand-outs, timetables, worksheets, notices and information about school events.
- ✓ Ensure this information is available in an appropriate format which takes into account the pupils' disability.

#### *Supporting parents with disabilities:*

When providing newsletters and information for parents and carers, Hillborough will make this available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as consultation evenings and meeting with teachers, will be held in accessible parts of the building, where needed.

## Monitoring and Review

The Policy document will be reviewed every three years or sooner if required. The accessibility plan and the checklist below will be reviewed annually by the Senior Leadership Team (SLT) and Governors via the January Premises meeting.

### Section 1

#### How do we deliver the Curriculum?

Question	Yes	No
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are our classrooms optimally organised for disabled pupils?	Where appropriate	
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example visually or hearing impaired children?		
Do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		
Do we provide access to computer technology appropriate for pupils with disabilities?		
Are school visits made accessible to all?		
Are there high expectations of all pupils?		
Do we seek to remove all barriers to learning and participation?		

## Section 2

### Is our school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including classrooms, assembly hall, dining room, library, computer suite etc. allow access for all pupils?		
Can pupils who use wheelchairs move around the school without experiencing barriers to access caused by doorways, steps or toilets?	*	
Are pathways around the school site and parking arrangements safe, logical and well signed?		** ***
Are emergency and evacuation systems set up to inform all pupils, including alarms with both visual and auditory components?		
Are non-visual guides used to assist people to use buildings?	N/A	
Are any of the signs or decors considered to be confusing or disorientating for children with visual impairment, autism or epilepsy?		
Are all areas well lit?		
Are steps made to reduce background noise for hearing impaired children?	N/A	
Is furniture and equipment selected, adjusted and located appropriately?		

- \*Recently installed fire door stops to hold doors open to allow ease of access.
- \*\*Signage needs to be purchased for the Corncastle Road entrance and leading up to the school from that entrance.
- \*\*\* Pathways around the school building need to be reviewed by the Local Authority as some area are becoming a trip hazard.

### Section 3

#### How does the school deliver materials in other formats?

Question	Yes	No
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and families who may have difficulty with standard forms or printed information?		
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		
Do we have the facilities such as ICT to produce written information in different formats?	***	
Do we ensure that the staff are familiar with technology and practices developed to assist people with disabilities?		

\*\*\*Recently increased the licenses for Clicker to include all devices including Chromebook.

**Accessibility Plan 2022**

This accessibility plan has taken into account expectations taken from the Equality Duty and also feedback from parental questionnaires as well as audits

The plan will be reviewed annually at the January Premises Meeting.

**Part one****Increasing access for disabled pupils to the school curriculum**

<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Outcomes</b>	<b>Timescale</b>
School vision and mission statement is reflective of all children to be the best they can be regardless of ability.	Vision and values to be reviewed by staff, governors, pupils and parents, through meetings and letters.  Vision and mission to be on website and accompany various documents home e.g. school reports.	Time: staff meetings, governors' meetings, school assemblies, consultation with parents.	School vision and values statement is relevant and up to date and reflects the school's commitment to achievement for all. The vision and mission is consulted on when strategic decisions are made.	Annual
Curriculum and relevant school policies are reflective of the school's commitment to access for all.	Review policies in line with the school's review cycle.  Annual curriculum review	Time: staff meetings, governors' meetings, consultation with parents.	Policies reflect the school's commitment to removing barriers to learning.	Annual Review
Disabled pupils are supported well through the use of expert external services	Access external services for advice before pupil starts school, and then to provide ongoing advice and support as required.	Time: for staff to liaise with specialists Financial: purchase of specialised equipment.	The environment is appropriate and staff are well prepared to meet the needs of disabled pupils. Staff have greater understanding of disability issues.	Ongoing



<p>Staff are trained appropriately to meet the varied or specific needs of children in the school and to use specialist resources.</p>	<p>Staff attend relevant courses, SENCO to have an overview of the needs of disabled pupils. Share successful practice within the school and with partner schools.</p> <p>Clicker training for teachers and teaching assistants.</p>	<p>Staff Training Costs Cover costs for staff</p>	<p>Staff are deployed effectively and have high expectations of disabled pupils relative to their needs.</p> <p>Staff are able to support pupils effectively.</p>	<p>Ongoing</p>
<p>Resources are developed and purchased to support the needs of children with SEND</p>	<p>As resources are updated, ensure they will meet the differing needs of pupils.</p> <p>Purchase Clicker for all devices to support pupils who have difficulties with writing.</p>	<p>Cost of new resources and materials.</p> <p>Clicker subscription.</p>	<p>Students with disabilities have access to appropriate curriculum materials.</p> <p>Barriers to writing are being removed and pupils feel a sense of achievement. They begin to enjoy writing.</p>	<p>Ongoing as new needs occur</p>
<p>Develop pupils' understanding of disability.</p>	<p>Include positive portrayals of disabled people throughout the curriculum where appropriate, avoiding stereotypes.</p> <p>Provide opportunities to partake in disability sport in PE lessons and competitively.</p> <p>Invite role-models into the school to talk to children.</p>	<p>Cost of new resources.</p>	<p>Pupils provide a supportive environment in which disabled pupils are accepted and respected.</p>	<p>Ongoing</p>

To improve provision at Hillborough Junior School	<ul style="list-style-type: none"> <li>• Provide training on needs, as the school receives new pupils with disabilities.</li> <li>• Include a diverse range of books in the school library.</li> <li>• Continued PSHE lessons, assemblies about diversity and valuing all people.</li> <li>• Continue to focus on the talents of all pupils through enrichment</li> <li>• Continue to promote diversity through dedicated days within the school year</li> </ul>	Financial: Ensure all activities are fully resourced. Training costs for staff.	<p>The school promotes equality of access to all areas of the curriculum and school life. There is a celebration of diversity and practicing tolerance and respect.</p> <p>Pupils feel empowered because the curriculum offered to them is rich and varied and they have the opportunity to succeed.</p> <p>Staff are skilled at creating opportunities for all and strive to ensure all children leave the school successful, fulfilled and ready for their next stage of education.</p>	Term before enrolment  Ongoing and on a needs basis
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## Part two

### Improving and maintaining access to the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Target	Action	Resources	Outcomes	Timescale
Improve access to the school site	<p>Ensure that any planned extension and remodelling of the school increases accessibility.</p> <p>Ensure signage is adequate and clearly visible. Purchase additional school signage for the Corncastle entrance.</p>	Reasonable costs incurred from extension or remodelling	<p>Access to site improved</p> <p>Children can access all areas of school site. Parents and visitors to the school can find their way around the site easily.</p>	Ongoing
Annual audit of the school site.	<p>Audit the site to ensure the school site is adequate for the users of the school – pupils, parents, visitors and staff.</p> <p>Continue health and safety trail with governors.</p>	Time	<p>A clear picture is built of the school site identifying potential problem areas that will need reasonable readjustments.</p> <p>The site will be safe for all users – free from obstructions and hazards.</p>	Annually for audit/Termly for H&S

Create accessible areas which promote wellbeing and positive mental health.	Redevelop the pond area outside the main entrance lobby – to include a dedicated therapy room (The Inside Out Room) with sliding doors leading to a landscaped multi-use area.	Build cost (£50,000)  Landscaping (£5,000)	The Inside Out Room will be a dedicated room used by various practitioners to support pupils' wellbeing and mental health allowing pupils to thrive at school. The landscaped areas will provide a calm and relaxing space for children to engage in activities such as gardening	Sept 2022
Within reason, the décor of the school including displays to reflect more neutral tones.	Purchase hessian as backing for display boards.  Consider colours carefully when commencing a programme of redecoration	Cost of Hessian backing.  Paint – R&M budget.	The school internal environment is more calming for pupils who may struggle with sensory overload.	

### Part three

#### Improving the delivery of written information to pupils, staff, parents and visitors with disabilities

Target	Action	Resources	Outcomes	Timescale
Make information more accessible to pupils and parents with disabilities	Ensure newsletters and information are in an appropriate format. Ensure all curriculum resources are appropriate for the needs of the children. Keep website up to date and easy to use.	Cost of printing in Braille, audio versions, large print?  Cost of providing relevant resources and also potential training costs.  Cost of Web designer	Pupils and parents have greater access to information in alternative formats. The curriculum is fully accessible to all pupils regardless of disability School information is readily available for all users	Ongoing
Parents of children with SEND are able to access support from external organisations.	SENDCo to produce a regular SEND newsletter for parents highlighted available support	Time for SENDCo	Parents have confidence in supporting their children through relevant support	Half Termly

	groups and links to the LA Local Offer.		groups. They have the appropriate contact details to get support if it is required.	
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