

Hexham First School Accessibility Plan

Date Written: September 2020
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Responsible Governor: Alison Cessford (SEND Link Governor)
Adopted by Governors: October 2020
Date for Review: October 2023

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is

'...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'.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Our School Vision

We aim to ensure that we provide opportunities to ensure we are implementing our vision to ensure positive outcomes for all stakeholders.

Happy Healthy and aiming high

Hexham First School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our SEND Information Report and graduated approach. As an inclusive school we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners' needs should be met.

Hexham First School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead, so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent that disadvantage.

THIS PLAN IS AVAILABLE IN LARGE PRINT ON REQUEST.

Accessibility Plan for Hexham First School from September 2020-2023

Curriculum

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review (July 2021)
Improve communication and language to remove barriers to the curriculum for children with Speech, language and communication needs.	<p>Additional intensive speech and language support through group interventions – talk boost and Read,Write, Inc intervention</p> <p>Additional personalised interventions delivered 3x week to children with speech and language plans / specific needs</p> <p>Enhance learning environment – role play areas / imaginative play</p> <p>Whole school – Makaton Assemblies</p>	Sep 2020 ongoing	<p>PP and EYPP funding</p> <p>Speech and Language Therapist intervention</p> <p>RWI training and resources</p> <p>Speech and language plans 3xweek for individual children</p> <p>Makaton</p>	Head teacher SENDCO Teaching staff	SEND Governor SENDCO Senior leadership Team	
Ensure that the SENCO is able to effectively monitor the teaching of and the attainment and progress of children with SEND	<p>Precisely monitoring activities on evaluating impact of teaching/curriculum on SEND pupils' progress. SENCO release time to include specific monitoring time.</p> <p>SENCO to complete SENCO award</p> <p>Appoint new SEND governor</p>	<p>September 2020 ongoing</p> <p>October 2020</p> <p>October 2020</p>	School budget – ½ day release time per week	HT Resources Committee SENDCO	SEND Governor SENDCO Senior Leadership Team	
Continue to refine the school's assessment system to capture a more precise picture of the attainment and progress of SEND pupils working below the expected level	SLT/SENDCO to investigate and evaluate assessment systems and select appropriate model which captures small steps of progress and gives leadership a clear picture of the achievement of SEND pupils.	September 2020 ongoing	<p>Budget allocation for assessment system and training</p> <p>RWI Nessy PIVATS already purchased</p>	HT SENDCO	SEND Governor SENDCO Senior Leadership Team	

Adapt the curriculum to meet specific pupils' SEND	Introduce an annual curriculum review to identify and address the needs of the current SEND pupil cohort to inform the curriculum section of the accessibility plan.	September 2020 and annually thereafter	Staff meeting and CPD days	SENDCO	HT SEND Governor SENCO lesson observations	
Maximise additional support for children developing key skills in English and Maths.	Introduce Early Bird Nesy Support for KS2 RWI training in school and small groups running in EYFs, 1, 2 NCETM – Ready to Progress Resources	Sep 2020 Sep, Oct 2020 Sep 2020	Cost of Nesy Cost of RWI books, training and portal access White Rose Access	English lead, Maths Lead, SENCO, Head	SEND Governor, SENCO	

Physical Environment

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Address maintenance issues relating to accessibility. (eg routine corridor check for impeded access)	Green file used to record any issues for caretaker to resolve Ensure all Risk Assessments consider and record the needs of children and adults with SEN. Complete PEEP as necessary to ensure safe evacuation of disabled pupils	From September 2020		HT Caretaker	H&S Governor SEND Governor	Fire Drill in Sep 2020 demonstrated children with SEN evacuated safely under close supervision.

Accessibility of Information

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Ensure that all stakeholders can access written information provided by school	Specify on the school website and provide regular reminders that large type formats of any school produced documentation can be made available. School can provide help with reading any documentation.	Sep 2020 ongoing	Large print versions available. School website page.	HT Office Staff	SEND Governor	Large print options clearly marked on

	Policies to include foot note about larger print.					website.
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