



Accessibility Policy

At Hatchell Wood Primary Academy we work together as a community to provide a happy, secure and stimulating environment where children are motivated to learn, are valued as individuals and encouraged to reach their full potential.

Date	01.01.17
Written by	Hatchell Wood
Adopted by MAT Board	N/A
Adopted by LGB	N/A
Review Date	15.09.22
Version	2

ACCESSIBILITY POLICY

Planning Accessibility within the School Day

All staff are made aware of pupils who have special dietary needs of a medical nature, particularly Midday Supervisors, the Lunchtime Manager and kitchen staff as e.g. Gluten-free or nut allergy. They also know about emergency measures in case of extreme allergic reactions.

Staff know about the medical needs of pupils who are asthmatic, diabetic or epileptic and know about emergency measures in case of sudden need.

Staff who teach pupils who have sensory problems e.g. hearing or visual disability, or motor problems (cerebral palsy) know how to take appropriate measures so that the pupils have equal access to the curriculum. These measures include sitting closer to the teacher, allowing more time to complete a task, knowing how to use a radio microphone, how the colour of paper or print can affect the readability of text, planning a PE lesson or a visit which takes into account the needs of a pupil who moves less easily than other pupils.

At the same time, staff are sensitive to the wishes of a disabled pupil who does want to feel singled out e.g. a pupil with motor difficulties who nevertheless takes part in sports day races.

Staff know about a variety of complex learning disabilities including Autism, ADHD, Dyslexia, Dyspraxia. Although school staff have no specialist background in these disorders, and are in sense “GPs”, as a team they have a significant body of experience of real life cases, supported by advice and training as described above. Strategies include careful structuring of learning activities; positioning near or away from other pupils; special forms of feedback to the individual pupil showing levels of success; information to and from the home.

As well as those disabilities which are diagnosed by specialists or established through official procedures, staff are sensitive to the varying abilities and aptitudes of pupils whose weakness fall short of the term disability or SEN. Staff adapt their teaching to accommodate the range of characteristics – both strengths and weaknesses - shown by their classes. These adaptations will include teaching approaches based on practical activity, group interaction, large motor action, music, drama etc. Staff use the spoken word, video and ICT, overhead projector and various styles of wall display which cater for the range of pupils they teach.

Behavioural Problems sometimes are central to a pupil’s disability as in ADHD, although staff have noticed that behaviour can become an even greater problem where the family has learned to tolerate dysfunctional behaviour within the home. In other cases, behavioural problems arise incidentally e.g. if a behaviour problem stems from limitations placed by the parent on the growth of a disabled child’s independence and maturity. It is clear that the school’s response to behaviour

problems must be based on a careful analysis of the individual case. It usually involves close co-operation with parents, and frequently includes a flow of detailed information about the pupil between home and school.

No pupil is barred from a school activity because of a disability. However after much careful consideration, a pupil may be barred if their behaviour endangered their own or another's safety.

The School Premises

The school is built on one level and is accessible by pupil in a wheelchair. There are disabled toilets for pupils and staff. All areas of the school – inside and out – are accessible to all pupils and staff. Rooms are well lit. Staff are aware that the dining room is noisy and carefully monitor those pupils who may suffer a negative reaction to noise.

Fire alarms are auditory. There are no visual alarms. At the time of writing the school has no pupils with severe hearing loss who would be unable to hear the fire alarm.

Two parking spaces are reserved for disabled drivers near the entrance.

The school has a number of areas outside the main classrooms where pupils and SEN pupils can receive attention and support from staff in a quiet and less "busy" environment. The school also has an inclusion suite with a higher than normal level of security and safety including a room with soft furnishings throughout where a pupil who is violent, aggressive or disturbed can be contained and allowed to calm down.

Some pupils have individual signs and charts which help to structure their school day.

Monitoring Accessibility

The Headteacher is responsible for monitoring accessibility in school. He is advised on this by the SENCO, Site Manager and other staff who have daily contact with disabled pupils. The Accessibility Policy is reviewed annually by the Senior Management Team and reported to the Local Governing Body at the annual meeting, and to parents in the annual report.

The premises are regularly surveyed in respect of Health and Safety by school governors and by ProAktive (School's Health and Safety Advisors).

Planning for improving accessibility

Schools are required to plan for:

- Increasing accessibility for disabled pupils to the curriculum
- Improving access to the physical environment of the school
- Improving the delivery of written information to disabled pupils

From DfES Accessible Schools: Summary Guidance 10/6/02

HATCHELL WOOD PRIMARY ACADEMY ACCESSIBILITY PLAN

Focus/objective	Action	People concerned	Timeframe	Cost	Outcomes/Review
General	Staff training to raise awareness of inclusion issues	Teaching staff and Inclusion manager	Some training of pupils' special needs takes place each year		Inclusion manager trained staff in ASD issues.
Autism	ASD training	All teaching	Ongoing	Nil	Increased knowledge of ASD & strategies
Attachment Disorder	Training	Appropriate staff / Head		£50	Increased knowledge of attachment disorder & strategies
	Take advice from Visually Impaired Team re colours for next re-paint or floor covering		When next decoration takes place	Nil	
Pupils with behaviour problems	Staff training – Team Teach, Thrive Green Inclusion Room for children in dangerous dis-regulated states	All teachers, Learning Mentors and some TAs	On-going, as the need arises	2 x Learning Mentors	Thrive reviews CPOMs audit show decrease in incidents or resolutions that are working
Attainment and progress of disabled pupils	Attainment and progress of disabled pupils will be monitored and action taken to support pupils where necessary	Head and class teachers	On-going through the year	Depends on the nature of the problem	EHCP Reviews
Facilities for intimate care	To install changing facilities pupils who are not toilet trained and for pupils with medical needs	Pre-School Manager and Headteacher	In place	Grant funding	In place

