



HANDFORD HALL PRIMARY SCHOOL

Accessibility Plan 2024 - 2027

At Handford Hall Primary School we want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our 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.

Purpose of Plan

This plan shows how Handford Hall Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school

such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

Handford Hall Primary School is an accessible single storey building. There are car parking spaces reserved for disabled people near to the main entrance and the route to the main door is free of steps, slopes, gravel or uneven paving surfaces. There are no barriers to easy movement around the site. All corridors and internal doors allow independent wheel-chair access and the school has an accessible toilet which contains a toilet, shower, hand-basin, changing table and emergency assistance cord.

The playgrounds have been made accessible for all by the introduction of a ramp and handrail at the entrance to the KS2 playground. Each playground is generally clear and accessible for visually impaired learners. Markings around the dome improve access to the field area. Almost all fire exits are fully accessible learners and visitors and there is a clear evacuation plan for individuals with disabilities. Classrooms are fitted with vertical blinds to filter sunlight effectively. There are Break Stations around school for children who require calm-down facilities.

Current Range of known disabilities

The school has children with a range of disabilities including moderate and specific learning disabilities, Meares Irlen syndrome, Autistic Spectrum Disorder and ADHD as well as long-term medical conditions.

We have a small number of pupils and parents who have a visual impairment and also hearing impairment.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits are made accessible to all learners irrespective of attainment or disability. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

All staff seek to remove all barriers to learning and participation (see SEND Policy 2019) through setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessments for individuals and groups of pupils. Reasonable adjustments are made for all learners and staff are aware of and make provision for exam access arrangements.

Delivering materials in other formats

Arrangements are made to provide information in simple language, symbols and large print for pupils who may have difficulties with standard forms of printed information. Widgeit is used by all staff to facilitate understanding in pupils with Speech, Language and Communication disabilities, text is enlarged where necessary and the school accesses a talking book service for pupils with visual impairment. Increased access to ICT and IPAD facilities are also available and training for staff planned.

See Action Plan below

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	<p>Be aware of staff training needs on curriculum access</p> <p>Assign CPD for dyslexia, differentiation and recording methods</p> <p>Online learning modules if required</p>	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	<p>Be aware of staff training needs</p> <p>Staff access appropriate CPD</p> <p>Online learning modules if required</p>	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	<p>Set up a system of individual access plans for disabled pupils when required</p> <p>Information sharing with all agencies involved with child</p>			All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed			Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible			All pupils in school able to access all educational visits

	Ensure each new venue is vetted for appropriateness			and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school			All to have access to PE and be able to excel