



HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

ACCESSIBILITY PLAN

January 2018

Christian values underpin all that we do at Hildenborough CEP School. We feel it is important for both adults and children alike to understand that Christian values are based on God and the work of Jesus Christ. We believe that the understanding and application of Christian values strengthens the school community's spiritual development and this is reflected through daily deeds and actions.

Last Reviewed	January 2018
Next Review Date	January 2019
Ratified by	FGB
Ratified on	17.1.18
Lead Person	FGB
Category	General

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

‘A person who has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities’.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long term’ means ‘has lasted or is likely to last more than 12 months.’

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- ☑ Mobility
- ☑ Manual dexterity
- ☑ Physical co-ordination
- ☑ Continence
- ☑ Ability to lift, carry or otherwise move everyday objects
- ☑ Speech, hearing or eyesight
- ☑ Memory or ability to concentrate, learn or understand
- ☑ Perception of risk of physical danger.

Our planning addresses the following areas:

- **Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- **School curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- **Support services** – access to services within and external to the school to support families where a disability is identified
- **Awareness** – building awareness of staff through training and development and heightening children’s awareness of issues related to disability
- **Communication of information** – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Process for identifying barriers	
PHYSICAL	<ul style="list-style-type: none"> • Action planning following site inspections by relevant personnel (e.g. Site manager, SEN governor) • Feedback from users of the school via annual questionnaires to all stakeholders • Needs review for enrolment of pupils through discussion with the Headteacher or liaison with KCC Inclusion Service • Review of Individual Education Plans or Personal Education Plans (or equivalent document)

for pupils with SEN/D

Summary of progress to date in last three years

- Disabled parking bay allocated
- Sign for disabled parking bay with assistance telephone number

Objectives for improvement 2017-2019

- Door threshold ramps to be provided where required
- Emergency Evacuation Plans to be written as and when required
- Hearing loop installed as and when required
- Visual fire alarm system for pupil/adult toilets as and when required
- Where classes are painted under routine maintenance, to include contrasting colours to support sensory needs
- Installation of finger guards as required
- Development of sensory room

Monitoring of plans

This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.

SCHOOL CURRICULUM	Process for identifying barriers
	<ul style="list-style-type: none"> • Monitoring of class teaching, learning support and impact on progress • Data analysis by teachers and SLT at termly pupil progress meetings • Review of Individual Education Plans or Personal Education Plans (or equivalent document) for pupils with SEN/D • Feedback and input from parents at consultation meetings and external agencies when supporting pupils in school • Governor visits
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • 2 laptops purchased for every class from Year 1 to Year 6 • 3 iPads purchased for specific children with Statement of SEN • 16 iPads purchased for use in class • Provision of appropriate sensory processing aids for specific children following advice from occupational therapist • Training given to all teachers on use of KCC Mainstream Core Standards of provision as part of Quality First Teaching, targeted response and individualised response to SEN/D. • Specific staff attended ASD awareness raising training at Valence school • Attendance/memberships of school clubs for SEN and Disadvantaged children • Lunch time club initiated for children having difficulty integrating into the playground • Wellbeing and attachment training for staff as determined by current school population
	Objectives for improvement 2017-2019
	<ul style="list-style-type: none"> • Deliver mini-input training at staff meetings and phase meetings to ensure best practice around meeting the needs of learners with SEN/D (e.g. dyslexia friendly classroom, ASD friendly classrooms, SLCN friendly classrooms). As required and part of the SEN Learning walk process • Staff training (including TAs) to be matched to the priorities determined by current school population (e.g. wellbeing and attachment)
	Monitoring of plans
	This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.

SUPPORT SERVICES	Process for identifying barriers
	<ul style="list-style-type: none"> • Review of Individual Education Plans or Personal Education Plans (or equivalent document) for pupils with SEN/D • Advice from external agencies • Requests and identified needs of pupils and parents through discussion, observation, feedback. • Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services • Governor visits
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • New noticeboard by front entrance displays information for parents • Staff training on role of external agencies and how to access support for pupils via the LIFT process (Local Inclusion Forum Team to whom schools make a referral for additional advice and support re. SEN/D pupils) • Mrs Stone trained to provide child counselling in school • First-aid room converted into suitable space for Mrs Stone to provide counselling
	Objectives for improvement 2017-2019
	<ul style="list-style-type: none"> • Regular review of SEN register to identify new pupils and their parents • Develop a system for signposting relevant support/networks to parents of pupils with SEN/D – e.g Early Help, school nurse ongoing • Research and maintain a directory of local parent support groups for children with SEN/D
Monitoring of plans	
This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.	

AWARENESS	Process for identifying barriers
	<ul style="list-style-type: none"> • Observations of learning, pupil comments • Feedback from pupils, parents, staff and visitors • Curriculum and provision review • Feedback from external agencies • Governor visits
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • Staff have attended training on specific areas of SEN/D (e.g. ASD, speech and language, sensory processing difficulties, counselling) • Staff training on Equality Act as part of wellbeing training on 11/5 and 18/5/16
	Objectives for improvement 2017-2019
	<ul style="list-style-type: none"> • Mark world awareness days by getting involved with suggested events/activities in school (e.g. 'No Pens Day' – for raising awareness of Speech and Language difficulties, ASD Awareness day etc.) • Review PSHE curriculum to monitor the extent of disability awareness covered by it.
	Monitoring of plans
This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.	

COMMUNICATION	Process for identifying barriers
	<ul style="list-style-type: none"> • Feedback from pupils, parents and other users including Parents' Council, email, questionnaires. • Feedback from external agencies • Review of Individual Education Plans or Personal Education Plans (or equivalent document) for pupils with SEN/D • Impact of communication streams in ensuring pupil and parent understanding and participation
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • Developed 'pupil passport' for vulnerable pupils – these give key information on strengths and difficulties for those pupils • Pro-active parent contact by SENCO to ensure parents of pupils with SEN/D are listened to and have opportunity to raise concerns or share successes • Termly review of specific vulnerable pupils • Share content of provision maps at parent consultation evenings • Weekly update of Children on Concern at Staff meeting and termly update on SEN/D pupils at staff meeting, phase meetings, Disadvantaged Pupils and Pupil Progress meetings to ensure all staff have latest relevant information on specific pupils with SEN/D • Placed a statement on school website to inform readers to let us know if they cannot access any part of the webpage so that we can help them. • Regular meetings between SENCO and parents of vulnerable children
	Objectives for improvement 2015-2017
	<ul style="list-style-type: none"> • Ensure pupil passports are being routinely shown to all supply teachers and new staff in school
Monitoring of plans	
This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.	

Christian Values

Christian values underpin all that we do at Hildenborough CEP School. We feel it is important for both adults and children alike to understand that Christian values are based on God and the work of Jesus Christ. We believe that the understanding and application of Christian values strengthens the school community's spiritual development and this is reflected through daily deeds and actions. Core Christian values include hope, righteousness, love, and putting God first in our lives. As a school we have chosen the particular Christian values of love, honesty and courage to enhance the children's curriculum and daily school life.

At Hildenborough CEP School our chosen Christian values of love, honesty and courage, as well as those of acceptance and tolerance, are at the forefront of the school community's approach to behaviour. When dealing with more challenging behavioural situations, we also focus on the Christian values of forgiveness and compassion to support us.