



Accessibility Plan 2018-2019

At Halwin School we are committed to giving all of our children the opportunity to achieve their very best. Therefore, we provide an environment which takes into account the needs of all individuals regardless of their educational, physical and emotional needs.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against pupils with a disability in their admissions and exclusions, and provision of education and associated services
 - Not to treat pupils with a disability less favourably
 - To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access to the school curriculum

- Provision maps are written for each child with an Education Health and Care Plan, which identify areas of need and establish interventions to support the pupils. These plans are written with contributions from the parents and children and reviewed annually.
- Learning Passports are written for each pupil on the Special Educational Needs (SEN) register. This enables all staff to enable these pupils to participate fully in the life of the school.
- A whole school provision map indicates the provision provided for all children with SEN. This is updated, following tracking, pupil conferencing and lesson observations, on a termly basis.
- Staff liaise closely with outside services and agencies, incorporating suggested strategies into school life.
- Tasks are differentiated and individual targets are established for pupils who are unable to access the age related curriculum.
- A range of teaching methods and styles are adopted by staff to facilitate access to all pupils.
- 1:1 time Learning Mentor session to support vulnerable pupils as and when they need it.
- Members of staff receive up to date training on SEN information. In 2018 staff were trained by hearing support; in 2018 staff had Autism spectrum training and in 2017 staff had epilepsy training.
- All teaching and non-teaching staff have received up to date First Aid training.
- A variety of clubs are available to all pupils.
- All pupils are facilitated in carrying out tasks of responsibility throughout the school.
- Detailed risk assessments are completed for pupils to ensure that they are able to accompany their class on school trips.

Improving access to the physical environment of the school

- The school building is accessible for all pupils with physical difficulties. (It is on one level)
- Pupils are provided with resources according to their specific needs. For example: ear defenders for those pupils who have difficulties with loud noises; wobble cushions for those with proprioceptive needs...etc.

- Resources, wherever possible, are accessible within the classroom and part of the normal classroom make up.
- The outside areas are accessible to wheelchair users.
- All rooms in the building are accessible to wheelchair users.
- There are wider parking bays for disabled users.
- A disabled toilet is available
- Displays in the school celebrate the pupils' achievements.
- We endeavour to keep communal areas clutter free to facilitate easy movement.

Improving the delivery of written information

- Resources are clearly and simply labelled throughout the school where appropriate.
- Newsletters to parents have a clear layout, providing easy access to information.
- The school website is clear and easy to navigate.
- According to their needs, pupils may use filters, coloured paper, large print enabling them to access information more easily.
- When using a smart board, teachers endeavour to select a Dyslexia Friendly off white background.
- Some pupils have home/ school books which allow easy communication between teacher and parent.
- All written information including newsletters and policy documents are available in larger easier to read fonts on request from the school office.

Financial Planning and control

The headteacher, Senior Leadership Team and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Outcome
The accessibility plan is coproduced taking into account the views of those with SEND and their families.	Greater pupils and parental consultation is required when revising the Accessibility Plan.	VT/EB/RL	Long-term	July 2019	Some external feedback into the plan
Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Outcome
Signs to be accessible to those with communication and learning difficulties.	Make pictorial signs for each room in the school. Make sure that signs are lower on the doors so that those in wheelchairs can access them.	VT	Medium-term	June 2019	Some Progress with signs in some areas

	Make sure that all resources are labelled clearly, using picture cues and plain font.				
School Site is adequately lit	Motion sensor lights are fitted around the school site to improve visibility. A survey into increased outdoor lighting will be done to ensure site is appropriately lit.	RL	Medium-term	June 2019	One classroom identified for new LED
Each cloakroom space is free from obstruction to wheelchair users and from hazards to people with impaired vision.	Appoint prefects to carry out the task after each break-time. They could be changed on a weekly basis.	VT/DB	Short-term	March 2019	H&S walks reinforced free access as well as daily by observation and staff training
Visual cues are available for orientation.	Signage in place directing to reception and to each classroom, the toilets etc from reception.	RL	Long-term	September 2019	Some signage in place
Entrance to the school is accessible - no curbs	There is a small curb by the pedestrian gate. A sign needs to be added to the gate alerting people to the school phone if in need of level access during school hours when gates are locked.	RL/VT	Medium-term.	June 2019	Further work with the Trust estates team
Parking arrangements are clear.	Staff and parents to be reminded not to park in disabled bays or in front of gates.	RL	short-term	April 2019	Reminders sent out frequently

Panic alarm in disabled toilet	Currently there is no panic alarm fitted in the disabled toilet. This will be added in the future when necessary.	RL	Long-term	When necessary	Not yet in place

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Outcome
The SEN report and accessibility plan are available on line and in hard copy.	Accessibility plan written and published on website. Make parents aware that paper copies are available in larger print if needed.	RL/VT	Short-term.	April 2019	In place
Signpost families without the internet to the One Stop Shop or the local library to access information.	Put this signposting information into our welcome pack when pupils start school.	RL	Medium term	July 2019	Leaflets and in induction packs; eg Summer reading challenge

Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Outcome
The attainment gap between pupils with SEND and those without SEND is reducing overtime.	Pupil Progress meetings take place to ascertain any reasons for gaps. Plans are then drawn up with staff to reduce gap.	RL/VT/EB	Long-term	July 2019	Clear tracking is in place and pupils with SEN have challenging but achievable individual targets

Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Outcome
Promote the "SEND Information, Advice and Support Service," (SENDIASS) and Independent Supporters. https://www.cornwallsendiass.org.uk/	Put links to the agencies on our website. Put links to support services into our welcome packs for new parents.	RL/VT	Short-term	April 2019	In place on the website; updated parent induction packs

<p>Give children and their families information about the Family Information Service (FIS).</p>	<p>Add the links to (FIS) to our website. Put the information into the welcome packs for the new parents.</p>	<p>RL/VT</p>	<p>Short-term</p>	<p>April 2019</p>	<p>On the website; FIS leaflet to all new parents</p>