



Hayesdown First School

ACCESSIBILITY PLAN

July 2023 – July 2026 (with annual reviews and updates)

At Hayesdown First School we pride ourselves on our inclusive culture and are committed to providing access to the life of the school for all. As part of our integrated process of working to achieve equality of opportunity for all, this plan focuses on the removal of barriers for pupils and adults who have protected characteristics.

This Accessibility Plan is linked to our Equalities Policy and together, these two documents seek to provide equitable access for all. The Accessibility Plan is managed by the Headteacher and reviewed by the Governing Body.

1. Aim: To improve the physical environment of the school to increase the extent to which pupils and adults with protected characteristics can take advantage of education and associated services.				
Targets	Strategies	Lead Responsibility	Time Frame	Outcome Criteria
<ul style="list-style-type: none"> Enable children using wheelchairs to access toilet facilities 	Install self opening mechanisms to appropriate doors throughout the school Link with OT for individual toileting options such as potty chair/commode. Link with PIMS team from Somerset for funding	Headteacher and premises team	By September 2023 Review annually	Children are able to use toilet facilities independently
<ul style="list-style-type: none"> Ensure that children with disabilities are able to access the EYFS outdoor areas independently. 	Install ramp from undercover area to lower outdoor area Link with PIMS team from Somerset for funding	Headteacher and premises team	By September 2023	Pupils can easily move from one area to the other, independently
<ul style="list-style-type: none"> Enable children with disabilities to access Forest School provision 	Create all weather path from the playground to the forest school area.	Headteacher and premises team	By September 2023	All pupils, including wheelchair users, can access the Forest School
<ul style="list-style-type: none"> To increase the range of outdoor play equipment that can be accessed and used by pupils with physical disabilities 	PTA to fund new equipment and landscapes. Pupils to research equipment they would like, taking the needs of all pupils into consideration.	PE lead/Deputy/School Council	Ongoing from September 2023	A range of equipment (fixed and portable) that can be used by disabled pupils is built into the plans for ongoing playground/playtime enhancements.
<ul style="list-style-type: none"> Improve access and independence for people with physical and visual disabilities. 	Repaint white/yellow lines to demark different levels e.g. on steps	Caretaker/premises team	Ongoing from September 2023	Improved access and independence for people with physical and visual disabilities.
<ul style="list-style-type: none"> Ensure seating facilitates for children and /or staff with disabilities is fit for purpose 	Undertake workstation reviews with staff members and purchase appropriate chairs/ desks Liaise with OT to review seating in classrooms and dining hall and purchase appropriate chairs as required	SENDCo/Office team	Ongoing from September 2023 Annual review	Children and staff have appropriate seating which meets their needs.
Annual review	Additional targets will be agreed through the annual review of this Accessibility Plan. Consultation with pupils, their parents/carers, staff and community members who have protected characteristics will form an important part of this process.			

2. Aim: To increase the extent to which pupils with protected characteristics can participate in the school's curriculum

Targets	Strategies	Lead Responsibility	Time Frame	Outcome Criteria
<ul style="list-style-type: none"> To raise pupils' awareness, understanding and acceptance of difference and diversity as something to be celebrated 	<p>Plan regular weekly assemblies to raise pupils' awareness of and celebration of diversity. Engage with national events/key dates e.g. Black History Month, LGBTQ+ history month Ensure that Remarkable Lives curriculum celebrates diversity</p>	Curriculum leader/RE and assemblies leader	July 2023 ongoing	<p>Pupils are aware of others' needs and go out of their way to address/support these. Pupils' are accepting of those who are different. Conversations with pupils provide evidence of their awareness of diversity. Low incidence of discrimination reports in school behaviour Log Book.</p>
<ul style="list-style-type: none"> To ensure that curriculum, policies and practices are responsive to the needs of pupils on roll and provide equitably for all 	<p>Subject Leaders consider the needs of pupils with additional needs as part of all curriculum developments Class teachers to adapt teaching and resources as appropriate Train staff in word aware and dyslexia friendly approaches</p>	Subject leaders/ Class teachers/ SENCo	<p>July 2023 onwards</p> <p>Staff training Jan 2024</p>	<p>Pupils with additional needs have access to all aspects of the National Curriculum, with appropriate modifications being made to facilitate this. Staff have greater awareness of the needs of pupils in their class who SEN/disabilities; their planning indicates how the needs of these pupils are being met.</p>
<ul style="list-style-type: none"> Provide resources so that pupils can access learning effectively 	<p>Teachers use modified technology e.g. talking tins, tablets and other resources which allow children to access learning Visual timetables and now/next boards are used as standard practice where required.</p>	SENCo/ Class teachers	July 2023 onwards	<p>Pupils with additional needs have the appropriate resources to access learning in every lesson</p>
<ul style="list-style-type: none"> To consider ways in which educational visits (including residential visits) can be adapted to ensure that all pupils have access to, and benefit from these 	<p>Planning of school trips takes into account pupils with SEND Residential facilities are chosen with SEN and disabilities in mind Meetings with individual parents/children take place before residential visits</p>	Educational Visits Coordinator / Headteacher	July 2023 onwards	<p>Children with additional needs and disabilities have full access to educational and residential visits</p>
Annual reviews	<p>Additional targets will be agreed through the annual review of this Accessibility Plan. Consultation with pupils, their parents/carers, staff and community members who have protected characteristics will form an important part of this process.</p>			

3. Aim: To ensure that everybody has equal access to information and is not discriminated against as a result of lack of knowledge and/or understating.

Targets	Strategies	Lead Responsibility	Time Frame	Outcome Criteria
<ul style="list-style-type: none"> To provide for parents/carers (upon request), large print or audio versions of documentation sent home 	<p>School administrator to prepare and provide materials on request.</p> <p>Parents that request this service, receive all school documentation in a format which takes account of their needs.</p>	<p>Headteacher and School Administrator</p>	<p>July 2023 onwards</p>	<p>Pupils are not disadvantaged by parents being denied access to key school documentation.</p>
<ul style="list-style-type: none"> To continue to provide through the school's PSHRE/SMSC curriculum, opportunities for pupils to discuss diversity and people's needs and feelings 	<p>Use the SCARF scheme of work, with units that address diversity delivered in each year group.</p> <p>A range of books dealing with living with different disabilities, explore different family units and celebrate diversity are available in the school library</p> <p>Remarkable lives curriculum celebrates diversity</p> <p>Images used in teaching, assemblies and on displays reflect a range of protected characteristics</p>	<p>PSHRE leader/English Library leader</p>	<p>July 2023 onwards</p>	<p>Pupils are provided with opportunities to discuss and reflect on the fact that we are all unique individuals. A number of disabilities are discussed in depth and pupils learn about a range of disabled people who have made a significant contribution to society.</p>
<ul style="list-style-type: none"> To use a broad range of approaches to communicate with parents/carers taking account of the individual needs and preferred communication platforms of specific members of the school community 	<p>Teachers and the school's Leadership Team understand the needs and preferred communication channel/s of parents/carers with additional needs. They use telephone, face-to-face/ virtual meetings, letters, text, Class Dojo, email etc. to facilitate communication.</p>	<p>Teachers/SLT</p>	<p>July 2023 ongoing</p>	<p>Parents and carers with additional needs speak positively about the way the school communicates with them. They feel they have access to relevant information, presented and shared in a format they are able to access.</p>
<ul style="list-style-type: none"> To ensure that health needs of pupils or staff are known and met 	<p>Gather information on entry to school about health needs</p> <p>Ensure anyone can share information about a health needs at any point. Keep records up to date and share with staff as needed.</p>	<p>SENDCo/ Office staff</p>	<p>July 2023 onwards</p> <p>Annual review of High Need health care plans</p>	<p>Pupils and staff are kept safe and their needs are met in the appropriate way.</p>
<p>Annual reviews</p>	<p>Additional targets will be agreed through the annual review of this Accessibility Plan. Consultation with pupils, their parents/carers, staff and community members who have protected characteristics will form an important part of this process.</p>			

Signed: Chair of Governors

Date: 28.06.23