



Hilltop First School and Foundation Stage Accessibility Policy

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Accessibility Policy

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1. Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of Hilltop First School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. See Appendix 1 for a set of action plans showing how the school will address the priorities identified in the plan.

Date of Plan: September 2021 - to be reviewed annually

2. Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities.'

3. The purpose and direction of the school's plan: vision and values

At Hilltop First School we are committed to giving all of our children every opportunity to achieve the highest of standards and experience a sense of belonging within the school community. 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. Hilltop First School promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

The school aims to be an inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. Key groups currently considered are:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs and/or disabilities

- children who are vulnerable

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

4. Information from pupil data and school audit

We currently have a range of children of all backgrounds, needs and abilities, these include:

- Speech and Language needs
- Sensory impairment
- Moderate learning difficulties
- Dyslexia associated difficulties
- Attention difficulties
- Autism Spectrum Disorder
- Developmental Coordination Disorder (Dyspraxia)
- Processing difficulties
- Asthma
- Eczema
- Allergies
- Social and/or emotional difficulties

We liaise with parents, previous settings and relevant professionals who have worked with individual so that we are prepared for children when they begin at Hilltop First School to ensure we provide the right care for their needs.

5. Priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary ***to fully include them in the life of the school***. This plan sets out the proposals of the Governing Body of Hilltop First School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA thus increasing the extent to which disabled pupils can participate in the school curriculum. This includes:

- teaching and learning and the wider curriculum of the school such as participation in breakfast club, after school clubs, leisure and cultural activities or school visits
- ensuring that school environment continues to allow disabled pupils to take advantage of education and associated services, including the physical environment of the school and physical aids to access education
- improving the learning resources available to pupils whose special educational needs or disabilities limit their access to resources used by other pupils. Examples might include specialist seating, enlarged or adapted resources, printed worksheets, visual resources, textbooks and information about school events. The information should take account of the pupils' needs and the preferred format of pupils and parents and be made available within a reasonable timeframe.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils Across Hilltop First School.
- There is appropriate deployment and training of learning in support staff
- Successful practice is shared within the school
- Disabled pupils have access to extra-curricular activities

6. Contextual Information

The school is a predominantly single storey 1950s building on multiple levels with a modern two storey extension. The Early Years Foundation Stage classrooms and one Key Stage 2 classroom are located in the lower level of the school which is accessible internally by short flights of stairs with handrails or a lift. The other two Key Stage 2 classrooms are located on the second storey level accessed by flights of stairs with handrails or a lift. The offices, staffroom, library and one Key Stage 1 are on the main level. The other two Key Stage 1 classrooms are on the upper level and accessed via a short flight of stairs with a handrail. There are toilets located in each level of the school building. The disabled access toilet is located near the offices. One of the Foundation Stage toilet cubical has a handrail to support access. The school hall, located on the main level, is accessible via double doors. It is used as an assembly hall and dining area.

The main entrance to the school is level with the outside. All lower level and main level classroom are accessible directly from the outdoors. The playground areas are fully accessible for those with mobility difficulties and wheelchair users, with a wide slope providing an alternative to the stairs which do not have handrails. All outdoor stairs edges are painted with a yellow strip to support visibility of the stair edge.

An on-site parking space is available if required by a families with children who have a disability. Any member of staff with mobility restrictions would be allocated a conveniently located dedicated parking space. Other visitors to the school who have Local Authority issued Blue Badges may park on the single yellow lines near the school entrance.

7. Link Documents

This Accessibility Policy should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- School Development Plan
- Managing Medical Conditions in School Policy
- Children with Health Needs who cannot attend School Policy
- Special Educational Needs Policy
- SEND Information Report
- Staff Handbook
- RBWM Inclusion Charter

8. Accessibility Plan

a. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning for all is a priority of the school. 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 through inclusive classes of pupils with a range of level of prior attainment and rates of progress.

It is a core value of Hilltop First School that all children are enabled to participate fully in the broader life of the school. Consequently, all children are permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would be 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.

Increasing access for disabled pupils to the school curriculum					
What	How	When	Who	Resources	Expected Outcome
Ensuring the curriculum is fully accessible for SEN pupils	• Provide additional support, interventions and differentiation to enable personalised learning for SEN pupils • Ensure staff are trained in understanding and providing necessary range of support • Additional adult support where required to reduce adult:pupil ratio • Personalised planning; SEN support plans • Ensuring coloured background on IWB and on teaching materials where necessary • Ensure paper resources are printed with the correct size and contrast to support partially sighted pupils • Ensuring coloured reading rulers used to support, if applicable • Hearing loops if required • Alternative / augmentative communication resources	Ongoing	SENCO All staff Advice from LA services	Modified Resources Staff costs Suitable staff training and mentoring	All pupils have full access to all areas of curriculum and make expected rates of progress

Ensure that all school educational visits & residential visits are appropriate and accessible for pupils with learning or physical disabilities.	• Advance visits – ensure physical accessibility for pupils with mobility difficulties • Risk assessments • Additional adults • Planning with parents / carers	Ongoing	Headteacher SENCO Team Leaders OVC	Staff costs Training costs Modified resources	School trips & residential visits are accessible for all pupils.
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Improving access to the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools improvement planning process is the vehicle for considering such needs on an annual basis.

improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services					
What	How	When	Who	Resources	Expected Outcome
Ensure all disabled pupils can be safely evacuated	• Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties • Key staff trained in evacuation procedures	As required	SENCO Headteacher	Training costs	All pupils to be safe in event of evacuation
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	• To create access plans for individual disabled pupils as part of the EHCP process when required – including accommodating drop off and pick up of pupils with mobility difficulties • Be aware of staff, governors and parents access needs and meet as appropriate • Through questions and discussions find out the access needs of parents/carers • Consider access needs during recruitment process	ongoing	SENCO Admin Team Leaders		School meets the needs of those with disabilities

Improving the delivery of written information to disabled pupils, parents / carers

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include worksheets, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need

improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled					
What	How	When	Who	Resources	Expected Outcome
Review information to parents/carers to ensure it is accessible.	• Provide information and letters in clear print in "simple" English • School office will support and help parents to access information and complete school forms • Ensure website and all document accessible via the school website can be accessed by the visually impaired • Provide printed information for parents/carers who cannot access online documents • Consult Sensory Consortium	During induction Ongoing	Headteacher Admin Governors	Printing costs	Current Information is accessible to all
Produce written materials for non-English speakers if needed	• Consult Ethnic Minority Achievement Service	Ongoing	Headteacher Admin	Printing costs	Information transcribed as needed