



Including all learners and achieving great things.

Halley Primary School – Accessibility Plan 2015 – 2017 Part 1

(This plan was written on 24th September 2015).

This plan outlines what Halley School currently has in place to ensure access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

We firmly believe that every child who joins our school community will be welcomed and valued regardless of sex, race, belief or physical disability.

This accessibility plan takes account of the **main** types of disability encountered at Halley, with the caveat that each child who has ASD, a physical disability, is visually or hearing impaired is individual. Therefore what is written in this plan will be adopted and modified to meet their need.

To achieve this aim we take steps to accommodate our pupils to their best advantage. The following lists actions we take so that we are 'including all learners and achieving great things.'

Curriculum

1. Planning is carefully differentiated so that the curriculum can be accessed by children of all ages and abilities.
2. Teaching and learning opportunities are designed to meet the needs of different learning styles.
3. Support and advice is sought from appropriate outside agencies when necessary e.g. Service for Hearing and Visually Impaired, Learning Support Service, Speech Therapy, Phoenix Outreach Service, School Nurse, Educational Psychology Service.
4. An audit is taken in the Autumn term to ascertain whether modified test papers are required and orders are placed with National Curriculum Assessment (NCA) Tools as necessary.
5. Auxiliary aids are used tailored to individual need to improve access to the curriculum. Auxiliary aids that are currently used within the school are: Braille machine, Radio Aid, Netbooks, Easi-Speak microphones.

Children with Autistic Spectrum Disorder (ASD)

All staff will self-monitor the language that they use, as children who have autism will not necessarily interpret facial expression, tone of voice nor understand jokes, sarcasm, metaphors or idioms. Staff will aim to speak in a clear, direct, consistent way and give children with autism time to process what has been said to them.

Children who have limited language or who are non-verbal may use a Picture Exchange Communication System (PECS) to support them with communication, help them make choices and indicate their needs and wants.

Social stories are written for / with the individual child, explaining in very clear and simple way what will happen in situations where they may feel anxious and how they should cope with situations they find difficult.

There will be a clear routine to the child's school day. Where there are any changes, staff will indicate this on the child's visual timetable or through the use of a social story.

Children with Sensory Needs (Visually or Hearing Impaired)

An allocated special needs teaching assistant (SEN TA) will adapt and modify work (including Braille) under the guidance of the class teacher and Local Authority (LA) Teacher of the Visually Impaired (VI).

Wherever possible, work which is written in Braille will be transcribed by the SEN TA.

The class teacher and school staff during assembly will wear a Radio Aid (depending on the individual child) to increase access for the child who is hearing impaired.

The class teacher will introduce and explain new vocabulary to support the child who is hearing impaired.

The class teacher will be mindful to not give important instructions or information during noisy periods, such as tidy up time.

Children with a Physical Disability

Children will use auxiliary aids (notebooks) or a scribe in lessons (based on individual need and / or following recommendations from the Local Authority IT Advisor.

Some children who may have a developmental co-ordination disorder may require the use of a sloped board and pencil grips to aid their writing.

Physical Environment

1. The school is on one level and is wheelchair accessible.
2. Classes of children are placed within the building to take account of their age:
 - Nursery children have easy access to small toilets and sinks, and Reception children share the Key Stage 1 (KS1) toilets. Early Years Foundation Stage (EYFS) have direct access to an outdoor play area. There is a shared space which is utilised for role play.
 - Year 1 and 2 children have easy access to small toilets and sinks. There is a shared space which is used for small group or individual learning. Year 1 has an accessible Outdoor space which leads onto the playground. Both Year 1 and 2 children have direct access to the playground.
 - Key stage 2 (KS2) children have their own toilets with appropriately sized toilets and sinks.
- 3 Furniture is appropriately sized for the age group of children within each classroom.
- 4 All classrooms have 2 entrances / exits which can be accessed by disabled parents / carers or visitors.

Children with Autistic Spectrum Disorder (ASD)

An area in the classroom will be allocated (workstation) to provide the child with ASD a distraction free space. The area may be sectioned off using a screen on which a visual timetable will usually be displayed.

A child may be provided with ear protectors if hyper-sensitive to the noise of the classroom, assembly or lunch room.

Children with Sensory Needs (Visually or Hearing Impaired)

Following changes to the classroom environment, the class teacher and SEN TA will explain and familiarise the child who has VI to the new layout.

Guided by the Teacher of the Deaf, the class teacher will strive to act upon any recommendations such as:

Positioning of seating in the classroom during whole class and group sessions.
Reducing noise reverberation through repositioning furniture (as far as is reasonably possible) to provide an optimal environment.

Children with a Physical Disability

Height adjustable tables are allocated to children with specific needs based on an occupational therapist recommendation.

There is careful consideration of the layout of the classroom to ensure that entry and exit routes are accessible and the child can move around the classroom.

EYFS., KS1 and KS2 are wheelchair accessible. The KS2 playground has designated quiet areas including a Woodland Garden and Japanese Garden. The KS1 playground includes some specially adapted playground facilities designed to enable wheelchair access and inclusive play.

Our reception / office area is sited at the front of the building where there is a large doorway for wheelchair and pushchair access. The main doors have been upgraded so that they can be operated by wheelchair users and open automatically.

There is 1 disabled toilet, changing bed, fixed hoist and shower facility. The school also has 1 mobile hoist.

There is a car park with allocated bays for disabled visitors, parents or carers.

Information

1. Information is given to all new parents/ carers in the form of a face to face meeting with the Head Teacher. Our admissions form gives parents/ carers the opportunity to give details of medical, language and cultural needs. This is

supported by a strong transition programme into our Nursery and Reception years.

2. A weekly newsletter is distributed and published on the school website to give information about recent events and forthcoming dates. A screen in the foyer is regularly uploaded with photographs.
3. Children with Education Health Care (EHC) Plans / Statements contribute to an 'All About Me' profile which contains key information about themselves including their needs.
4. A meeting between parents and the child's class teacher takes place at the start of the school year. Progress and attainment is shared at parents' meeting through a written report and meeting at the end of the academic year. Additional meetings are arranged on request.
5. When children are absent due to long-term medical conditions the Inclusion Advocate liaises with the Attendance Welfare Advisor, school nursing team, Local Authority Disability Advisor and parents to plan and provide a support package. Information is gathered to put in place a plan to provide a smooth return to school following a period of absence.
6. Discussions with children and their parents takes place to plan and make preparations for their transition to secondary school.
7. Parents of children and children with disabilities access events within the Stepney Partnership (Paralympic events, Autism Awareness Day).
8. The School Information Report is published on the school website.
9. Parents have access to the Parent Advice Centre and the Local Offer:

http://www.towerhamlets.gov.uk/lgs/51-100/53_family_services/parents_advice_centre.aspx

http://www.towerhamlets.gov.uk/lgn/education_and_learning/local_offer.aspx

Children with Autistic Spectrum Disorder (ASD)

Parents of children who have a autism diagnosis and EHC Plan have access to the Phoenix Outreach Service for advice, support, parent workshops and parent support group:

<http://www.phoenix.towerhamlets.sch.uk/thamlets/primary/phoenix/site/pages/outreach>

Children with a Physical Disability

Children who travel on school transport have an individual notebook book or communication to support communication between home and school. Information is written in this by the child's allocated SEN TA.

Children with Sensory Needs (Visually or Hearing Impaired)

Key documents (which are sent home) such as the child's individual learning targets and homework are written in Braille.

The above accessibility plan serves as a checklist for all school staff to ensure that we are doing the best we can to meet the needs of children with disabilities and fulfilling our legal obligations under the Equality Act 2010.

As new staff and children join Halley, training will be required to update staff awareness, skills, understanding and knowledge on accessibility for children with disabilities so that the above continues to be implemented and improved upon.

To be reviewed: December 2017