



## **St Hilary's School**

# **ACCESSIBILITY PLAN 2023 - 2026 (including Policy)**

### **ETHOS AND AIMS OF ST HILARY'S SCHOOL**

St Hilary's School aims to offer the highest quality of teaching and learning in pursuit of academic and personal excellence. We have high expectations of all our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We appreciate the contribution that pupils with SEND can bring to school life. St Hilary's School strives to be a fully inclusive and welcoming school and therefore aims that each pupil and member of staff can participate fully in the life of the School.

A child, young person or adult is disabled if they have a physical or mental impairment which has a substantial and long-term effect on their ability to carry out normal day-to-day activities, as defined in the Equality Act, 2010. St Hilary's is fully committed to ensuring that the application of this policy is non-discriminatory in line with the Equality Act (2010). This policy applies to all members of the School community, including those in our EYFS setting regardless of race, sex, ethnicity, religion or belief, cultural or linguistic background, sexual orientation, gender reassignment, or disability and St Hilary's School seeks to implement this policy through adherence to the procedures set out in this document.

Our Admission Policy, available on the School's website, seeks to remove barriers to entry to our School for pupils with SEND. We strive to be fully inclusive and welcoming and this is reflected in our Mission Statement and the School's Values. Our School is dedicated to preparing our children for their adult life beyond formal education. We actively promote democracy, the rule of the law, individual liberty and mutual respect of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of the education and associated services offered by the school. We provide written information to pupils with SEND in ways that are user friendly and fully support the pupils in the learning experience. Where a pupil has an Education, Health and Care Plan (EHCP) we work closely with the Local Authority and other external agencies, acting upon advice given, to follow the procedures including the Annual Review.

Our staff regularly reviews their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed or reasonable adjustments made. We support our teaching and non-teaching staff with a programme of training to raise their awareness of disabilities and to enable them to minimise any potential difficulties or barriers for pupils. We promote the use of language that does not offend amongst both our staff and pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

## CONTEXT

As at 01 September 2024, St Hilary's School has 7 pupils with an EHCP. There are 51 pupils (including 4 in EYFS) that the School has identified as having SEND and 13 pupils (including 1 in EYFS) who have English as Additional Language (EAL). Pupils with SSPs or pupil profile documents are monitored on a regular basis and targets are reviewed termly.

We have 18 pupils with medical disabilities including significant auditory difficulties (including a pupil who has a cochlear implant), a child with Polyarticular Juvenile Arthritis and a child with Neurofibromatosis Type 1. There are 10 children with Auto-injectors in school, 23 pupils have food allergies, we have 1 vegan and 5 pescatarians/vegetarians. 6 children are asthmatic. We have 1 members of staff who has Diabetes Type 1, 1 member of staff who is epileptic, 1 member of staff who has an Auto-injector and 4 members of staff who are asthmatic. All these pupils and staff are fully integrated into all aspects of school life.

We take a fully inclusive approach to our staff recruitment and appoint the best person based on their skill set and qualifications and regardless of any disability he / she may have. We actively implement the School's Equality, Diversity and Inclusion Policy for staff in the day-to-day management of St Hilary's School. All staff are provided with the necessary support for their roles and we regularly review their needs to ensure they are being met. Respect for confidentiality is given the utmost importance.

For Governors with disabilities, adjustments would be made to ensure that individuals could travel to and from meetings and have access to all the necessary information and equipment to enable her / him to fully and actively undertake their role. At the current time we have no Governors with SEND.

The School's Accessibility Plan (2023 to 2026) is set out below and is a written action plan with targets. The School may need to allocate extra resources for the implementation of the plan. The Governors and Senior Leadership Team, regularly review the funding needed for any actions on the plan. The Plan will be reviewed annually by the Education and Compliance Governors Committee and will then be ratified by the Full Governing Board. This Committee consists of the Chair of the Education and Compliance Governors Committee, Sue Sims, the Chair of Governors, Richard Thompson, the Safeguarding Governor, Louisa Wilkins, the EYFS Governor, Veronica Powell, the SEND Governor, Sue Sims, the Headteacher and the Deputy Head (Pastoral, Safeguarding and Compliance).

The Education and Compliance Governors Committee reviews the School's Policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled. The Education and Compliance Governors Committee makes recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future. The Education and Compliance Governors Committee contributes to the School's SEND Policy, the Accessibility Plan and reviews such plans and policies as necessary and at least annually. As part of the internal function of the Senior Leadership of the School and the Governing Body, we regularly review our provision for pupils, parents, staff and governors with special needs and or disabilities. The results of the School's monitoring have informed our Accessibility Plan.

The School will revise the Accessibility Plan if legislation changes.

St Hilary's School, in accordance with the Equality, Diversity and Inclusion Policy, will take into account any pupils' and staff disabilities and any preferences expressed by them or their parent / carers.

The following have been considered when developing and reviewing the Accessibility Plan:

- Admissions Policy and Procedures
- Exclusions Policy
- Teaching and Learning Policy
- Extra-Curricular Activities
- Governor Representation
- Physical School Environment
- Selection and Recruitment of Staff

- Sporting Education and Activities
- Staff CPD
- Health and Safety

The School has reviewed the provision for pupils with SEND and the views of teaching and non-teaching staff, pupils and parents have helped to develop the understanding in the School community of disability and accessibility, priorities for our pupils with SEND and priorities for our pupils' parents. An ongoing dialogue with external agencies, either through the LEA or those that work privately, such as SALT and OT for example, has also helped to inform the Accessibility Plan.



## St Hilary's School Accessibility Plan (2023-2026)

### Current Position and Practices

#### Access to the Curriculum:

- Staff are briefed by the Lead SENCO, EYFS SENCO and Deputy Head on the relevant school policies and all pupils who need some form of additional support to access the curriculum, at the beginning of each term.
- A weekly Record of Concern Meeting is held to review any concerns about pupils including both educational and pastoral concerns. Information drawn from these meetings is recorded on the school's MIS.
- A clear process is in place to review all pupils identified and establish their support needs.
- Strong communication takes place between school and home to ensure parental understanding of support given and to discuss further opportunities.
- Standardised assessment takes place throughout a pupil's education at St Hilary's which supports targeted interventions.
- Individual Health Care Plans are established in conjunction with parents for any pupils who have long term illness or who need to be out of school for exceptional family circumstances.
- Clubs provision is regularly reviewed to enhance the provision to provide appropriate interest and challenges for all pupils.
- The pupils have the opportunity to vote on the chosen charities for the school each year and to support local, national and international charities.
- The Assembly schedule provides opportunity to inform pupils about charities. Pupils and external visitors have lead assemblies to explain about charities and increase pupils' understanding e.g. Downs Syndrome Association, The Meath Epilepsy Trust, etc.
- The rewards system rewards effort as well as achievement and recognises all pupils irrespective of SEND or EAL.

## **Delivery of Information**

- The Headteacher liaises closely with the Admissions Manager and informs staff of any pupils or families who may need additional support with written communication from the school.
- Support will be provided to parents who have English as an Additional Language during parents' meetings and with written communication.
- Parent information is placed on the secure area of the school's website.
- Policies and written information have been reviewed to ensure they are free from discrimination in terms of phrases, procedures and practices.
- Texts and paperwork for pupils are adapted where possible for those with LDD/EAL and are for example, enlarged, supported by visual images, etc.
- Homework is differentiated according to pupils' needs.

## **Physical Access**

- The Site Manager undertakes regular site walks to identify potential hazards and to implement the appropriate action to make areas safe e.g. uneven path, etc.
- Portable ramps are used to enable easier access for wheelchair users to access parts of the school as necessary.
- Handrails have been fitted in key places to make access easier.
- The hearing loop system is regularly checked.
- Lighting has been upgraded in all areas inside the School to improve conditions for all learners.

## Accessibility Plan

**2023 – 2026**

| Aim   | Target  | Current Good Practice  | Actions to be taken   | Person Responsible  | Timescale                | Success Criteria   |
|---|---|--|---|---|--------------------------|--|
| <p>Improving access to the Physical environment to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School</p> | <p>To ensure Outdoor Learning is accessible to those with disabilities, including wheel chair users, wherever possible.</p> | <p>Path at the side leading to the Woods is kept clear at all times. Wheelchair users use the path by the Hiorns Centre as this is wider and more level. Risk Assessment for Outdoor Learning includes this.</p> | <p>Continue to ensure paths are kept clear. Site manger to check on daily walk around the school.</p>   | <p>Outdoor Learning Teacher; Site Manager, Business Manager</p> | <p>Ongoing</p>           | <p>Outdoor Learning lessons are accessed by all children, irrespective of disability</p> |
|   |   |  | <p>Raised beds to be put in for use in Outdoor Learning, Enrichment or Gardening Club. Paved area suitable for wheelchair access, and height of beds suitable for wheelchair users.</p> |   | <p>Autumn Term, 2023</p> | <p>Achieved June 2024</p>  |
|   |   |  | <p>Review area around the Pond to make more accessible</p>  |   | <p>Summer Term, 2024</p> | <p>Achieved June 2024</p>  |

|  |  |  |  |   |                              |   |
|--|--|--|--|---|------------------------------|---|
|  | <p>To ensure appropriate toilet facilities available for disabled visitors, and that they are kept to the same high standard as the rest of the School</p> | <p>Disabled toilet by the Hall was recently refurbished and decorated with grab rails fitted (2021).</p> <p>All facilities are cleaned daily by the School's cleaners</p>  | <p>Continue to monitor cleanliness of facilities</p>   | <p>Site Manager,<br/>Business Manager,<br/>Excalibur Cleaning Company</p> |                              | <p>Toilet facilities are regularly monitored to ensure high standards for all users, including those with SEND.</p> |
|  | <p>To ensure that pupils / visitors can move easily around the School and evacuate <b>quickly and safely</b> when necessary</p>                            | <p>Ramps are in place on entering and exiting the Link Corridor and also the Hall.</p> <p>The School has a spare wheelchair which is used regularly.</p> <p>Evacuation chair has been purchased and is stored on the Year 5 / Year 6 Landing</p> | <p>Risk assessment for the use of wheelchairs and evacuation chairs</p> <p>A review was conducted in 2021 with regards to the installation of a lift or chairlift. Neither went ahead due to cost and other workarounds available. Continue to review as funds allow or as</p> | <p>Lead First Aider,<br/>Business Manager,<br/>Site Manager</p>           | <p>Autumn Term,<br/>2024</p> | <p>Monitor and review use</p>   |



|  |   |   |  |   |  |   |
|--|---|---|--|---|--|---|
|  |   |   | <p>situations may change</p> <p>A second evacuation chair to be purchased for the Upper Link Corridor</p>  |   |  |   |
|  | <p>To ensure all members of the school community can enter and use the school premises easily and safely.</p> | <p>Several points of entry to the School at drop off and pick up times, which are always manned by a senior member of staff. The Site Manager is often on duty in the Car Park in the mornings in case of any difficulties.</p> <p>Children with disabilities, or medical needs may be met at the School gates, or taken to the them, by a member of staff to help with bags etc.</p> | <p>Review pushchair and wheelchair access through the main front gates</p> <p>Investigate options for bikes – clearly signposted routes, bike racks</p> <p>Ensure that the needs of new pupils joining the school are met straight away.</p> | <p>Business Manager, Site Manager</p> <p>SENCO, Class / Form teacher, LSA</p> | <p>Academic Year 2024-2025</p> <p>Academic Year 2024-2025</p> <p>Ongoing</p> | <p>Access to the School is easier for wheelchair and pushchair users.</p> <p>Pupils able to enter and exit the school safely and efficiently.</p> |

|  |  |   |  |  |                                |   |
|--|--|---|--|--|--------------------------------|---|
|  |  | <p>The Schools has its own large car park and overflow car park, including a drop off zone closer to the School gates.</p> <p>Pedestrian walkways are clearly signposted.</p> <p>A disabled parking bay is situated outside the front of the School</p> | <p>Investigate if it would be useful to have reserved parking bays for parents who need to park but do a quick drop off for medical reasons or because sibling has SEND.</p> | <p>Regular checks by the Site Manager to ensure signage remains visible.</p> | <p>Academic year 2024-2025</p> | <p>Ensure all members of the school community and visitors can enter and exit the school premises safely and with ease.</p> |
|--|--|---|--|--|--------------------------------|---|

|  |  |   |   |   |   |   |
|--|--|---|---|---|---|---|
|  | <p>To ensure the outdoor lighting continues to meet the needs of the School in making the site safer to access when it is dark</p> | <p>Outdoor lighting is regularly checked by the Site Manager to ensure that all sensors are working and the School is well lit.</p> <p>The Cleaners notify the Site Manager of any issues (as they are often here after dark)</p> <p>New lights fitted outside the Pepperpot in Summer 2023</p> | <p>Continue to review outside lighting and upgrade where required</p>   | <p>Site Manager,<br/>Business Manager</p>   | <p>Ongoing</p>  | <p>Safer access to the School when it is dark for all members of the School community, including those with SEND and those in EYFS.</p> |
|  | <p>To ensure the acoustics in the Hall allow for accessibility by all</p>  | <p>Hearing Loop system is in place</p> <p>Any speaker in the Hall at assembly /</p>   | <p>Consider investing in new sound system to ensure the quality of sound for all, including those with hearing impairments.</p> <p>To work with the SENCO and LSAs to</p> | <p>Director of Performing Arts,<br/>Director of Music,<br/>Site Manager,<br/>Business Manager</p> <p>SLT, SENCO, LSAs</p> | <p>Academic year 2024-2025</p> <p>Academic year 2023-2024</p> | <p>Better sound quality for all users of the Hall, including those with hearing impairments.</p> <p>Rogers and transmitters are</p>     |

|   |  |  |   |            |         |  |
|---|--|--|---|------------|---------|--|
|   |  | events uses the Roger hearing system. They are also used by any member of staff teaching a child with a cochlear implant / hearing impairment, who uses a hearing aid/s.   | ensure that all rogers are connected to the master on, so that speakers do not need to wear multiple devices. |            |         | used efficiently to enable the best sound possible for hearing impaired pupils and visitor<br><br>This is part of the procedure when visitors address larger groups of pupils. July 2024 |
| Improving access to the Curriculum for disabled pupils (including SEND) | To ensure access to Touch Typing Clubs for those who would benefit | The School runs two lunchtime Touch Typing Clubs every week.<br><br>Recommendations in EP assessments on individual pupils are acted on, with the pupil being invited to a touch typing club<br><br>Assessment data is analysed to identify those children with handwriting difficulties | Continue to review the number of children attending Touch Typing Clubs and increase if needed.                | Lead SENCO | Ongoing | Pupils are confident to type their work as they get older  |

|  |   |   |   |   |                         |  |
|--|---|---|---|---|-------------------------|--|
|  | To encourage better attendance at Touch Typing Club | Reports on new children joining the School are analysed to ensure access to a Touch Typing Club if required   | Make sure reminders are in place for pupils. Incentivise good attendance with rewards, house points, etc.                     | Lead SENCO, Class/Form tutors, LSAs, staff on duty. | Academic year 2023-2024 | Pupils able to make maximum benefit from touch typing club/s.  |
|  | To provide strong support for pupils with EAL       | EAL Co-Ordinator is appointed<br><br>Information is analysed before a child joins the School to ensure support can start immediately<br><br>Training is provided to any member of staff (e.g. Teacher, Classroom Assistant, Learning Support Assistant, | Continue to provide training and support for all staff as needed.<br><br>Continue to research online resources for EAL pupils | Headteacher, Deputy Head, EAL Co-Ordinator          | Academic year 2023-2024 | Pupils with EAL can access the Curriculum more easily and staff feel confident in teaching and supporting those children.<br><br>EAL Co-Ordinator appointed and led INSET training for staff. Baselines assessments and screening are now in place to ensure |

|  |  |   |   |   |  |  |
|--|--|---|---|---|--|--|
|  |  | EYFS Practitioner, Admin staff) who may need it   |   |   |  | teaching can be differentiated accordingly and support put in place when necessary.<br>January, 2024 |
|  |  | Physical and electronic resources for EAL pupils are considered that would help them to access the Curriculum   |   |   |  |  |
|  | To ensure space is available for pupils and staff to have a quiet room when needed | The Nest (Wellbeing Room) was opened in Sept 2021, and is available to all children under supervision by a member of staff<br><br>Quiet / break out areas in classrooms allow for children with additional needs to use | The Nest timetable will be communicated to all staff so they know when the space is free – either for a pupil for themselves if they need a quiet space | Headteacher, SLT, Lead SENCO<br><br>SENCO, Class/Form teachers, LSAs, TAs | September, 2023<br><br>Academic year 2023-2024 | Helping to reduce sensory overload   |

|  |   |  |   |   |   |   |
|--|---|--|---|---|---|---|
|  | To ensure new joiners with specific needs are identified early in order to enhance engagement | Information is passed onto teachers where relevant so that differentiation can be identified in the planning before the child starts at School.  | Increased and more effective analysis of reports and assessments at the Admissions stage  | Headteacher, Admissions Manager, Lead SENCO, EYFS SENCO | Academic year 2023-2024   | Pupils settle quickly into new school /setting.<br><i>Achieved July 2024</i>                            |
|  | To ensure all pupils are confident to use some basic Makaton Sign Language when needed        | The Headteacher demonstrates Makaton in weekly assemblies – greetings, the alphabet, feelings and songs.<br><br>EYFS Staff have recently attended Makaton training.<br><br>Makaton signs are displayed in the playground / playing field for all children to see (March 2023). | Additional Makaton signage will be displayed by the Astro / Hiorns Centre<br><br>Continue to review Makaton training updates for relevant staff<br><br>Continue to review the number of children attending Makaton clubs and increase if needed | Headteacher, Deputy Head, Lead SENCO                    | Continue to introduce new signs, review and embed until 2025 - 2026 | Pupils use Makaton Sign Language as an alternative communication system when necessary and appropriate. |

|  |   |   |   |   |                          |   |
|--|---|---|---|---|--------------------------|---|
|  |   | There are two Makaton lunch time clubs a week                       |   |   |                          |   |
|  | To ensure noise volumes in classrooms are at an appropriate level for children with hearing impairments |   | Noise monitors to be introduced in classrooms where children have hearing impairments<br><br>Consider using small classroom spaces for smaller groups e.g. Head's Meeting Room. Install an interactive whiteboard in this room to enable small teaching space | Headteacher, Lead SENCO   | Academic year: 2024-2025 | Best use of physical space enables all pupils to make excellent progress.                               |
| Improving access to information which is already available to those pupils who are not disabled (including SEND) | To increase multi-lingual awareness, and awareness of other countries and cultures                      | Staff are encouraged to use different languages when doing displays | Continue to invite parents into School that may have lived in other countries to share their experiences with the children  | Head of Languages, EAL Co-Ordinator, Site Manager, SLT, Head of Art | Academic year 2023-2024  | Awareness of other languages increased.<br><br>Pupils with EAL are able to identify with their language |



|  |   |   |   |                   |                 |  |
|--|---|---|---|-------------------|-----------------|--|
|  |   | <p>Flags from around the world are hung as bunting in the Courtyard</p> <p>Some parents who have lived abroad have come into School to talk to the children about those countries</p>   |   |                   |                 | <p>and have a point of reference</p> <p>Ongoing – continue to embed in 2024-2025</p>   |
|  | <p>To improve the access to written information for pupils with dyslexia or visual difficulties</p> | <p>The Lead SENCO disseminates information in a timely manner to the relevant staff to allow adjustments to be made which ensures pupils can access written information.</p> <p>Printing on coloured paper, use of background screens, use of large fonts – as appropriate.</p> | <p>Dyslexia Teacher appointed from September 2023</p> <p>Continue to monitor children in class who may show signs of requiring glasses / larger text / sitting closer to the front of the class</p> <p>Ensure interactive whiteboard settings are correct</p> | <p>Lead SENCO</p> | <p>Ongoing.</p> | <p>Dyslexic learners and those with visual impairments have equal opportunities with other learners to access to access written information.</p> |

|  |   |   |  |   |   |  |
|--|---|---|--|---|---|--|
|  |   | <p>Ongoing training is provided for staff as necessary.</p> <p>Class readers can be accessed in larger font sizes as required.</p> <p>Staff monitor all children who need to wear reading glasses, tinted glasses, reading rulers etc. – to ensure that the child is actually using them.</p> | <p>Continue to explore online resources for visually impaired including the RNIB Library</p> |   |   |  |
|  | <p>To ensure that all assessment materials are accessible by all children</p> | <p>Additional time is allocated to children according to EP recommendations.</p> <p>Ensure pupils can read the assessment materials and are</p>   |  | <p>Lead SENCO, Head of Assessments, Deputy Head</p> | <p>Achieved but needs to be carefully monitored to ensure becomes embedded. Review after each formal assessment period.</p> | <p>All pupils can participate in assessments that are meaningful and accessible and as a result provides data that can inform teaching and learning.</p> |

|  |   |   |  |   |  |  |
|--|---|---|--|---|--|--|
|  |   | <p>allocated a reader if required</p> <p>Assessment materials can be enlarged for visually impaired pupils.</p>   |  |   |  |  |
|  | <p>To allow pupils to access laptops and/or ipads in the classroom to complete written work</p> | <p>Some pupils have been identified as benefitting from the use of a laptop, and these have been provided by the School, along with charging points in the Library.</p> | <p>1-1 ipads for all children in Years 4-6 will be rolled out in January 2024</p>                  | <p>Lead SENCO, Headteacher, Head of Digital Learning, ICT Manager</p> | <p>By July, 2024</p>   | <p>Ipads and laptops are an acceptable form of recording information within the classroom.</p> <p>Achieved 06/24</p> |
| <p>Improving workplace accessibility for staff experiencing menopause symptoms</p> | <p>Ensure all staff have access to facilities as required</p>                                   | <p>Staff Menopause Policy is in place which has been shared with all staff</p> <p>Air conditioning or fans are in most classrooms and</p>                               | <p>Review staff requests for additional temperature control in their work spaces e.g. desk fan</p> | <p>Headteacher, SLT, Lead First Aider</p>                             | <p>Academic year 2023-24 and then regular reviews according to current staffing needs.</p> | <p>Staff feel comfortable to talk about their symptoms, feel confident that any requests will be taken seriously</p> |

|  |  |   |   |  |  |  |
|--|--|---|---|--|--|--|
|  |  | <p>offices to help control the temperature.</p> <p>All teaching and office areas to have air conditioning</p> | <p>The Nest timetable will be communicated to all staff so they know when the space is free if they need to take a quiet break.</p> <p>Provision of sanitary products in staff toilets.</p> |  | <p>By the end of the academic year 2025-2026<br/>September, 2023</p> |  |
|--|--|---|---|--|--|--|

**Written: September, 2023**

**Reviewed: June, 2024**

**Next Review Date: June 2025**

**Ratified by the Governors on: November 2023**

**Person(s) responsible: Jane Whittingham (Headteacher) Hannah Wynn (Business Manager)**