



# St Hilary's School

## ACCESSIBILITY PLAN 2019 - 2022 (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 member 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 and tolerance of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Moto ‘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 2019, St Hilary’s School has 2 pupils with an EHCP and a further one is currently being applied for. There are 53 pupils (including 6 in EYFS) that the School has identified as having SEND and 26 pupils (including 9 in EYFS) who have English as Additional Language (EAL). Pupils with ISPs are monitored on a regular basis and targets reviewed accordingly.

We have 41 pupils with medical disabilities, including anxiety, significant auditory difficulties (including a pupil who has just had a cochlea implant), ASD, diabetes, heart condition and migraine. 29 pupils have food allergies and 1 pupil who is coeliac. We have 1 member of staff who has diabetes and another who suffers from migraines. 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 Equal Opportunities 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 (2019 to 2022) 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 FGB. This Committee consists of the Chair of the Education and Compliance Governors Committee, Sue Sims, the Chair of Governors, Richard Thompson, the Safeguarding Governor, Simon Allen, the EYFS Governor, Veronica Powell, the SEND Governor Jane Aldritt, the Headmistress, Deputy Head (Pastoral) and the Deputy Head (Curriculum).

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 has informed our Accessibility Plan.

The School will revise the Accessibility Plan if legislation changes.

St Hilary's School, in accordance with the Equal Opportunities 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 (2019-2022)

### Current Position and Practices

#### Access to the Curriculum:

- Staff are briefed by the SENCO, Deputy 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 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 Headmistress liaises closely with the Registrar 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 several areas inside the School to improve conditions for all learners.

## Accessibility Plan

**2019 - 2022**

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
<b>Improving Access to the Physical Environment to increase the extent which disabled pupils are able to take advantage of education and associated services offered by the School.</b>					
Short	To ensure Forest School is accessible to those with disabilities, including wheel chair users, wherever possible.	Ensure the path at the side leading to Forest School is left clear and use the path by the Hiorns Centre, which is wider and more level, to be used by wheel chair users. Ensure Risk assessment for Forest School includes this.	To be completed by 01.09.20	Forest School Co-Ordinator, Site Manager, Bursar	Forest School is used by all pupils, irrespective of disability.
Short	To refurbish the disabled toilet and make sure the toilet and the cubicle is kept to the same high standards as other toilets in the school.	Toilet area decorated, grab rails secured and ensure fittings are of a high standard.	To be completed in the Easter holidays 2019 and then reviewed and monitored on a regular basis.	Site Manager, Cleaning Company, Bursar,	Toilet facilities are regularly monitored to ensure high standards for all users, including those with SEND.
Short	To ensure that pupils / visitors can move around the School easily and evacuate when necessary.	To purchase evacuation chairs and a wheel chair. Staff are trained in how to use the above equipment. Effective storage is arranged. Risk Assessments are set up for the use of evacuation chairs / wheel chairs.	To be in place for the beginning of the Spring Term, 2020	Lead First Aid Officer	Monitor and review use as and when they are needed as they are unlikely to be used on a frequent basis.

Medium	To ensure all members of the school community can enter and use the school premises easily and safely.	To provide a path /ramp in the car park for pedestrians/ buggy/wheelchair users To improve signage so 'easier' access points are clearly identified	01.09.21 01.09.20	Bursar, Site manager	Path / ramp installed and in use, when necessary.
Medium	To review the outdoor lighting and install new lighting or update existing lighting to make access to the school safer when it is dark.	Complete an audit of the lighting when it is dark. Check that sensors are all working. Check that lights are angled to have the maximum effect. Check that areas where there are changes in levels or steps are particularly well lit. Invest in new lighting if necessary. Invest in specialist outdoor lighting experts for advice.	01.09.20	Bursar, Site Manager	Safer access to the school when it is dark, for all members of the school community, including those with SEND.
Long Term	To review the acoustics in the hall to ensure that all members of the school community are able to access.	To consider investing in a new sound system in the Hall to ensure the quality of sound for all, including those with hearing impairments. To continue to maintain the hearing loop system.	09.09.22	Director of Performing Arts, Director of Music, Site manager & Bursar	New sound system in place provides a better quality of sound for all users, including those with auditory impairment.



Improving Access to the Curriculum for disabled pupils (including SEND)					
Short Term	To ensure those that would benefit from Touch Typing Lessons are invited to the Touch Typing Club.	To act on the recommendations in EP assessments on individual pupils. To analyse assessment data to identify those pupils who have handwriting difficulties To ensure reports are analysed so that new pupils joining in Prep can join Touch Typing from the beginning, if appropriate Introduce a 2 <sup>nd</sup> Touch Typing Class if necessary	01.09.20	SENCO	Pupils are confident to type work as they get older, if necessary.
Short Term	To provide strong support for pupils with EAL	To separate the role of SENCO & EAL and appoint EAL Co-Ordinator. To appoint EAL teacher. To analyse information before pupils join school to ensure support can begin immediately. To provide CPD for EAL Coordinator and staff (teachers, Nursery Practitioners, TA's, LSA's, Admin staff (according to role) To explore physical and electronic resources for EAL pupils that help access to the curriculum.	01.09.20 or as soon as possible thereafter.  01.01.20	Head /SLT  Head / SLT  Deputy Head / EAL Coordinator EAL Coordinator	Pupils with EAL can access the curriculum more easily and staff feel more confident in teaching / supporting with the needs of pupils with EAL.
Medium Term	To provide space for those pupils with sensory overload to have a quiet room at playtime.	To identify a classroom that is 'calm' e.g. not too many hanging displays. Ensure supervision is provided with quiet activities.	01.09.21 or sooner if possible	Head / SLT / SENCO	To help reduce sensory overload and provide a place for relaxation for all pupils.
Medium Term	To enhance engagement with new joiners with specific needs.	Increased and more effective analysis of reports and assessments and received prior to joining the school. Ensure information is disseminated amongst teachers in a timely manner so that differentiation can be identified in planning.	01.09.21	Head / Registrar/ SENCO	

Long Term	To ensure all pupils are confident to use Makaton Sign Language when the need arises.	To provide training for staff Introduce a Makaton Signing Club or consider Makaton being a Module on the Enrichment programme. To use Makaton for certain songs, in assemblies, etc.	01.09.2022	DH	Pupils use Makaton Sign Language as an alternative communication system
<b>Improving Access to Information which is already available to those pupils who are not disabled (including SEND)</b>					
Short Term	To increase multi - lingual awareness	To order signage for around the school in different languages. Encourage staff to use different languages when doing displays.	Spring Term, 2020	EAL Coordinator / Head of Art /SLT / Site Manager	Pupils awareness of other languages increased. Pupils with EAL able to identify with their language and have a point of reference.
Medium Term	To improve the access to written information for pupils with dyslexia or visual difficulties.	To consistently use coloured paper for printing, backgrounds screens etc.and use large font formats as appropriate. To provide training for staff as necessary. To access class readers in larger font sizes. Staff to monitor those pupils who need to wear reading glasses, tinted glasses, reading rulers, etc. are actually using them when required.	01.09.2021	SENCO	SENCO disseminates information to enable staff to make adjustments to ensure pupils can access written information, as easily as possible.
Medium Term	To ensure all assessment materials are accessible by all pupils.	Ensure additional time is allocated as per EP recommendations. Ensure pupils can read the assessment material and allocated reader as per recommendation of EP. Ensure the font size, spacing and layout of assessment materials is adjusted for those that require it.	01.09.2021	Assessment Coordinator / SENCO/ DH Curriculum	All pupils participate assessments that are meaningful and accessible and as a result provides data that can inform teaching and learning and assess attainment.

		To liaise with NFER and other assessment companies to ensure reasonable adjustments can be made.			
Long Term	To allow pupils to be able to use lap tops / ipads in the classroom to complete written work.	To identify those pupils who may benefit from Touch Typing in the future pre EP assessment. To ensure pupils are enrolled on the Touch Typing Programme because research indicates that pupils need to be able to type at an appropriate speed to enable fluency. To ensure there are sufficient laptops / ipads and charging points. To ensure that right programmes are installed to help facilitate pupils achieve fluency.	September 2022 or sooner pupils have sufficient touch typing speed.	SENCO / LS Teacher/IT Co-Ordinator/SLT	Ipads / laptops are an accepted form of recording information within the classroom.

**Written:** September, 2019

**Review date:** June, 2020

**To be ratified by the Governors on:** 10.10.2019

**Person responsible:** Jane Whittingham (Headmistress)