



Hillside Infant School

Accessibility Plan

3-year period covered by the plan: - September 2023 – September 2026

Introduction

Duties under Part 5A of the Disability Discrimination Act (DDA) introduced in 2005 sets out the following

- a duty to promote disability equality
- a specific duty to prepare and publish a disability equality scheme

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 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.

The equality scheme aims to detail how the Governing Body will meet the duties detailed above. It is a requirement that the school's equality scheme and are resourced, implemented and reviewed and revised as necessary. Attached are action plans showing how the school will address the priorities identified in following discussion by relevant stakeholders.

Copies of the plans are available from the school office.

Vision and Values

Hillside Infant School aims to promote equality of opportunity for all disabled people who may currently have an interest in the school or who may wish to do so in the future. We will promote issues relating to disability in a positive way.

Hillside Infant School aims to remove barriers to achievement to enable all children to participate in every aspect of school life. The school will set suitable learning challenges, respond to pupil's diverse needs and overcome potential difficulties in a well-considered and sensitive manner. All school policies and procedures will have

regard to legislation supporting inclusion and the United Nations Convention on The rights of the Child. This is reflected in the school mission statement 'Every child is given the opportunity to be the best that they can be.'

We will promote equality of opportunity by ...

- actively seeking the views of pupils, staff, governors and parents/carers
- aiming to ensure full participation of the above groups in all aspects of school life

We will eliminate discrimination by

- raising awareness and staff training
- measuring the impact of policies
- reviewing and adjusting policies as required
- raising expectations
- improving communication

We will eliminate harassment by

- raising awareness amongst staff and pupils of disability-related harassment
- understand the nature and prevalence of bullying and harassment
- involve the pupils in combating bullying
- ensure that disability-related harassment of disabled staff, pupils, governors, parents/carers and other users of the school is identified and addressed

We will promote positive attitudes by

- modelling respectful attitudes to all disabled people
- providing positive images of disability in books and other resources We will encourage participation in public life by
- letting pupils see disabled people succeeding in school in a positive way
- encouraging disabled adults to participate in school activities

We will take steps to meet the needs of disabled people by

- increasing awareness of needs through training

- making reasonable adjustments
- interviewing all disabled job applicants who meet the minimum requirements

We will increase access to education for disabled pupils in the three areas required by the planning duties in the DDA by:

- 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 delivery of information to disabled pupils which is provided in writing for pupils who are not disabled.

Information from pupil data and school audit

People are considered to have a disability when they have:

a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to perform normal day-to-day activities. (Disability Discrimination Act 1995(DDA))

The school has an awareness of children who are protected by the DDA from information provided by parents at the time of, or subsequent to, admission, Special Educational Needs records and reports from medical authorities. Children covered by the DDA may have physical or sensory impairments or neurodevelopmental disorders (e.g. Autism, Asperger Syndrome, Attention Deficit Hyperactivity Disorder). Children will be protected by the DDA when they have observable symptoms of a disorder or impairment, even if a diagnosis has not been obtained.

The academic progress of all children will be monitored throughout their time at school and appropriate measures will be taken to provide additional support when necessary. Social inclusion will be supported through the curriculum and targeted opportunities for some children. Additional support will be made available through Social Skills groups or individual work to help address social, emotional and mental health needs. Additional support needs for learning outside the classroom will be identified through the risk assessment procedure. Further assessment will take place for children who have difficulty meeting behavioural expectations to identify any causal factors and support needs.

The school identifies its strengths as follows:

- having a dedicated team of teaching and non-teaching staff who are committed to making the necessary adjustments to enable inclusion of children with disabilities

- conducting a skills audit identifying individual members of staff with specific understanding of the needs of children with medical needs, including staff members who have basic sign language skills and other specialist qualifications/skills
- ensuring all staff undertake regular training to support children with medical needs and keeping the medical needs policy under review
- understanding multi-sensory teaching methods designed to increase access to the curriculum for all children
- having good links with external agencies (school nurse, health visitors, local special schools, occupational therapists, speech & language therapists and SEND Advisory Service in Hillingdon and SEND teams in neighbouring Harrow and Hertfordshire)
- having support staff in every class and a commitment to fund additional support hours for individual children from the school budget
- having a member of staff who is trained as a therapeutic play worker and another who is a graduate in therapeutic psychology
- having a building that has recently been refurbished so that corridors are wider and disabled toilets are accessible
- classrooms are larger than average enabling room for wheelchair turning and mobility aids

The school identifies its weaknesses as follows:

- Not all access routes are wheelchair friendly (e.g. reception classes to school hall/office/kitchen)
- more could be done to present information in visual formats
- do not have a hearing loop

Views of those consulted during the development of the plans

This plan was developed after consultation with a number of people representing the school community. Information was gathered from admission forms and medical records in addition to conversations with governors, parents/carers and staff members. Guidance was also obtained from external agencies and publications with reference to Autistic Spectrum Disorders, Visual Impairment and Hearing Impairment.

1. Increasing the extent to which disabled pupils can participate in the school curriculum

Actions	Current situation	Current no. of pupils affected	Future enhancements
Differentiation /scaffolding	Planning for most subjects shows differentiation for different cognitive abilities	all	Senior Leaders to monitor planning for differentiation
Additional support in class	Teaching assistant in every class plus 1:1 support for some children	all	
Wave three interventions	Basic Maths Skills, Early Literacy Programme, SNIP literacy, Social Skills, Language Group delivered by SEN Teaching Assistants and Inclusion Lead, pre-teaching key vocabulary and concepts, play therapy, social skills, sensory circuits	Approx 30%	ongoing
Access to resources	Clearly labelled, easily accessible resources		completed
Vision impairment strategies	Large font, worksheets can be enlarged, small whiteboards used individually to bring key information closer, use of whiteboards, seating that is close to and directly in front of source, eye-strain rest breaks built in, advice from specialist teachers including APPS for use in class	1	As required
Hearing impairment strategies	Consideration given to seating, teach with door closed, reduce background noise, support with sign-along, teach with light on to promote lip-reading (5 staff trained in sign along, 1 in British Sign Language BSL) Use of visual timetables and visual prompts HI teacher offering personalised sessions Radio Aid used where needed	1	ongoing
Autistic Spectrum Disorder strategies	Visual timetables, advance warning given of changes, social skills groups, work stations, use of Widgeo software, help with transitions, unambiguous language, clear instructions, easy access to coat-pegs & trays, buddy systems (2 staff with ASD specific qualifications)	10 diagnosed 4 on the pathway or suspected	ongoing
Attention Deficit (Hyperactivity) Disorder strategies	Break down tasks into smaller chunks, offer sensory box(things to fiddle with), build in movement breaks, task/equipment lists Move 'n' sit cushions used	1	ongoing
Medical Asthma	Staff awareness, asthma training for all staff, asthma register, inhalers kept in school, use-by	17	annual asthma

	dates checked, specialist nurse advice, inhalers taken to school field and on school trips		training for all staff
Medical Seizures	Staff awareness, photos/procedures in medical room seizure training, specialist nurse advice and care plans	1	Involve Epilepsy Centre for advice
Medical Allergies	Staff awareness, photos/procedures in medical room epi-pen training, specialist nurse advice and care plans	16	Annual Epi-pen training
Medical/ Toileting issues	Staff awareness, involvement of school nurse, spare clothing available	1	handling policy & medical needs policy written
Other Medical	Fridge available for storage of medication that needs to be kept cool, 17 staff with current 1 st Aid Certificate, staff willing to administer prescribed medication List of medical needs in every register		Risk assessments for all visits to be completed signed off by Welfare Officer
Mobility strategies	Physical assistance, clear pathways, sufficient space for movement, easy access to trays & coat pegs, risk assessment done for all school visits	0	Awareness of suppliers of specialist equipment
Dyspraxia strategies	As above plus occupational therapy programmes, additional handwriting practise, writing slopes, pencil grips, raised lined paper.	0	
Emotional strategies	management support, social skills group, behaviour plans, Positive handling strategies, therapeutic play bereavement support Social & 1:1 self-esteem support	30	
Language and Communication strategies	Pre-teaching, use of symbols and Widgit software, sign along, language groups covering vocab development, listening and speaking, direct teaching of concepts, advice from specialist teachers (5 staff trained in sign along, 1 trained to use BSL) IDP delivered	11	
Other evidence	Personal Support Plans and Behaviour Plans giving details of personalised learning. Children's own records of progress Annual review feedback visits by external agencies Multi-disciplinary meetings Involvement of participation officer Early Help Assessments		

Agreed: February 2024

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Review Date: September 2026