Haylands
Primary School

Hand in hand achieving together

ACCESSIBILITY PLAN
SELF ASSESSMENT

Date approved: **16th March 2022**

Chair's signature: **Simon Richards**
                         Chair of governors

Review date: **March 2025**

Revision record

Date	Prepared by	Approved by	Comments
09.02.2022	HT	FGB	Reviewed self-assessment and updated action plan

Statement of intent

This plan outlines the proposals of the governing body of Haylands Primary School to increase 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 if 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.

The plan will be resourced, implemented, reviewed and revised in consultation with:

   - Parents of pupils
   - Employees
   - Governors
   - External partners

Self-assessment – how inclusive is your school?   Date: January 2022

		Red	**Amber**	**Green**	**Super Green**
Participation	Inclusion/ exclusion	Disabled young people are actively or passively excluded e.g. parents being told that the activity is not suitable	Disabled young people are included, but actively not adapted to optimise involvement Needs of disabled young people not adequately considered or planned for	Disabled young people are included and activity adapted, when required, to optimise involvement Needs of disabled young people considered and planned for	Proactive approach to including disabled young people by all staff Effective inclusion plans in place and in regular use by all staff
Participation	Policies & procedures	No recognition of inclusion in policies or procedures	Recognition of inclusion policies in place but no evidence of implementation	All staff aware of and implement inclusion in all policies Staff contribute to reviewing and up-dating inclusion policies	All staff aware of and actively implement inclusion policies Staff, parents and disabled young people contribute to reviewing and updating inclusion policies
Participation	Safeguarding	Safeguarding or child protection policies not in place or up to date Staff unaware of procedures or protocols CRB checks not done for any or many staff	Safeguarding and child protection policies in place, but not universally adhered to Inconsistent staff awareness of procedures and protocols CRB check are completed for some staff	Safeguarding and child protection policies in place, adhered to and regularly updated Staff aware of procedures and protocols CRB checks are completed for all staff Management mindful of safer recruiting legislation School committed to keeping young people safe	Safeguarding and child protection policies in place, actively adhered to and regularly updated, all staff trained to Level 2 Staff aware and adhere to procedures and protocols CRB checks are completed for all staff and are regularly updated All staff mindful of safer recruiting legislation School and all staff are committed to keeping young people safe Key staff (including non-class based and site staff) are first aid trained in line with statutory requirements.

		Red	Amber	Green	Super Green
Participation	Risk management	No recognition of inclusion aspects in risk assessment	Staff consider ways to work with disabled young people with specific individual needs on arrival and manage risks accordingly	Prior to arrival risk assessments are discussed with the disabled young people and their parent(s)/guardians and are managed accordingly	Dynamic individual risk assessments are done for high-risk users prior to arrival Standard risk assessments include specifics of working with people both with physical and learning difficulties Strategies are recorded for managing groups with challenging behaviour
Physical Environment	Wheelchair accessibility	No access to building or surrounding/outside areas for wheelchair users No accessible toilets available	Limited access to building or surrounding/outside areas for wheelchair users Room layouts restrict manoeuvrability Accessible toilet available Some doors can be opened independently by wheelchair users	Good access to building or surrounding/outside areas for wheelchair users Room layouts provide reasonable to good manoeuvrability Accessible toilets are available Most doors can be opened independently by wheelchair users	All areas are fully accessible for wheelchair users Room layouts provide excellent manoeuvrability Accessible toilets with changing tables and hoists are available All doors can be opened independently by wheelchair users where appropriate.
Physical Environment	General accessibility	Environment not suitable for physical and sensory difficulties (e.g. no ramps, signage, induction loops)	Some disabled young people's specific physical and sensory needs are met	Most disabled young people's specific physical and sensory needs are met Visual and aural support available	All disabled young people's specific physical and sensory needs are met Sound absorbing resources, visual and aural support available Appropriate signage throughout facilities e.g. symbolized Fully functional hearing systems in place where appropriate

			Red	Amber	Green	Super Green
Delivery of Information		Promotion	No positive images of disabled people or other groups within school promotional materials No mention of site/activity accessibility within promotional materials	Limited images of disabled people within in promotional materials Limited site/activity accessibility information is included within promotional materials Promotional material only available in standard paper format	Some positive images of disabled people within promotional materials Site/activity accessibility information is included within promotional materials Promotional materials available in other formats if requested in advance Concessions available (e.g. Carers go Free Policy)	Many positive images of disabled people within promotional materials Site/activity accessibility information easy to find in promotional materials Promotional materials are presented in an accessible, easy to understand way Promotional materials readily available in other formats Concessions actively promoted (e.g. Carers go free policy)
Delivery of Information Participation	Community / partnership working		No work with outside agencies (e.g. schools and support workers)	Infrequent working with outside agencies; only when requested by customer or agency	Regularly working with outside agencies to support staff and develop their skills as and when required	Regularly working with many outside agencies to support staff and develop their skills in a proactive manner Empowers staff to share their skills and knowledge with others Signpost parents to outside agencies
Participation	Participation		School does not seek or take account of feedback from disabled young people or parents Feedback that is provided has no influence on practice or policy School does not liaise with disable young people or parents	School takes feedback from disabled and of other groups of young people when it is offered There is no organised process for collection of feedback Feedback is used to influence selected elements of practice Some communication (formal and informal) with disabled young people and parents to identify individual needs	School encourages disabled young people and parents to provide feedback and consult on all aspects of provision There is an organised process for consultation Feedback is used frequently to adapt practice and policy as required Regular communication with disabled young people and parents to share information and to jointly plan for the needs of the young person (methods include both formal and informal conversations)	Disabled young people and parents are involved in all aspects of the design, assessments and evaluation of practice, delivery and policy Feedback is sought via a wide range of creative and inclusive consultation and is published in all appropriate methods Feedback is constantly used to adapt practice and policy Pro-actively involving disabled young people and parents through regular communication (e.g. home visits and support groups)

		Red	Amber	Green	Super Green
Delivery of Information Participation	Staff training /approachability	Staff receive no disability awareness training	Some staff receive disability awareness training Staff generally display a positive attitude towards inclusion	All staff receive disability awareness training Staff are friendly and approachable and work towards finding positive solutions for everyone to ensure involvement	Specific training offered to staff which includes condition specific training to meet the individual needs of the people attending Staff are friendly and approachable and work towards finding positive solutions before issues arise All staff are regularly trained and certificates are kept up to date
Delivery of Information Participation	Communication / visual support	No evidence of visual support available (e.g. picture cues, Makaton, use of props)	Inconsistent use of visual support, used only as a resource for individual young people Staff have limited awareness of alternative communication systems available	Consistently, clearly labelled and well-presented use of visual support Makaton available and used during sessions Staff have good knowledge of alternative communication systems available	Range of visual support in place (variety of visual aids resources available and used) Evidence of signing environment Staff have excellent knowledge of alternative communication systems available Environment adapted to suit child's needs e.g. low distraction areas
Delivery of Information Participation	Autism/Asperger's awareness	No awareness or understanding of young people with autistic spectrum disorder (ASD)	Staff have some awareness of ASD	Some staff have received ASD awareness training Staff use a variety of approaches to meet the needs of young people with ASD Consideration given prior to sessions on how to reduce potential anxiety of young people with ASD when running activities	All key staff have received ASD awareness training Activities delivered in a way that considers different users specific needs Consideration and implementation of inclusion methods specific to young people with ASD (provided by parents prior to sessions), on how to reduce potential anxiety of individuals
Participation	Positive Handling Training	All staff have some awareness of positive handling.	All staff have some knowledge of positive management.	All staff have some training in positive handling.	All staff are Team-Teach trained and receive regular refresher courses 2 Team-teach instructors in house.

		Red	Amber	Green	Super Green
Delivery of Information Participation	MAKATON / PECS	All staff have some awareness of alternative communication.	All staff have some knowledge of alternative communication.	All staff have some training in alternative communication. Staff use a variety of approaches to meet the needs of pupils with communication difficulties.	All key staff are trained in alternative communication Speech assistant role created to carry out 1:1 sessions with individual pupils and to run language groups, Makaton groups and emotional literacy groups across school.
Participation	Training to include – manual handling (of people)	Some staff have some awareness of manual handling.	All staff have some knowledge of manual handling.	Key staff have some training in manual handling.	All staff are trained to ensure that appropriate methods are used to ensure the safety of the pupils when lifting and moving them –including hoist training. Moving children safely trainers in house providing Island wide training. Physio assistant role in new staffing structure to support class teams.

Related Documents

Single Equality Policy

Guidance on equality, Diversity and Governance

Equality Impact Assessment timetable

School Improvement Plan

Lifting and Handling Policy

Personal Care Policy

Glossary of Terms

ASD	Autistic Spectrum Disorder
Makaton	Language programme using signs and symbols to help people communicate

Accessibility Plan 2022-2025 - Action Plan

		Issue	Activity	Success Criteria	Date / Resources
Delivery of Information	Promotion	Limited images of disabled people within in promotional materials Promotional material only available in standard paper format	More promotional materials needed to be displayed around school in order to make adults and children aware. Awareness of promotional and printed materials being available via social media channels	Children will be able to discuss disability in a positive manner and be able to provide examples of when this is discussed. Parental/ community access will improve	February 2022 promotional resources and pictures. September 2022 – how IT can assist communication
Delivery of Information Participation	Staff training & approachability	Some staff have some awareness of manual handling of people	Updated Awareness training provided to staff.	More staff have awareness of manual handing to ensure that it is planned transference of care	Allocation of staff directed time
Delivery of Information Participation	Communication & Visual support	Transition of staff and pupils can mean that training needs updating	Plan staffing structure with 'back up'. Plan training events for this	When there is staff absence/ staff leave transition to another key person with high levels of alternative communication skills is effective	Summer 22 [updated training and planned staff structure]