



# Horn Park

PRIMARY SCHOOL

## **Accessibility Plan**

Reviewed policy agreed by GB on: 13 <sup>th</sup> February 2019
Reviewed policy shared with staff on: 28 <sup>th</sup> February 2019
Policy to be reviewed again on: 28 <sup>th</sup> February 2022

Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school and covers the period from January 2019 – January 2022

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Horn Park Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on a bi-annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - School Handbook
  - Learning by Design
  - Health & Safety
  - Equality of Opportunity Policy
  - Inclusion Policy
  - Relationships and Positive Behaviour Policy
  - Anti-Bullying Policy
8. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
10. The Plan will be monitored through the Business Committee
11. The school will work in partnership with the local education authority in developing and implementing this plan and will adopt in principle the "Greenwich Accessibility Strategy, Access to Learning".
12. The Plan will be monitored by Ofsted as part of their inspection cycle.
13. The Plan will be reviewed bi-yearly

**Horn Park Primary School Accessibility Plan 2019-2022**  
**Improving the Physical Access at Horn Park Primary School**

<b>Aim</b>	<b>Current good practice</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Timescale</b>
<p>Improve and maintain access to the physical environment</p>	<p>Horn Park is a two form entry school spread across two floors. Children with mobility differences are able to access the lower levels of the school independently and require support to access the higher levels. There is a lift which is accessible to support those children or adults who need to access the second level of the school.</p>	<p>Bell system to be installed by entrance to office. Should any visitors or staff who use a wheelchair need to access the office during the school day.</p>	<p>Premises manager</p>	<p>By 2020</p>
	<p>The school's main entrance is sloped to support those with a physical disability, in a wheelchair or walker to access the school office and ground floor. We keep all areas of the school free from clutter and obstructions.</p>	<p>Accessible refreshments to be available in the staff room for visitors who use wheelchairs.</p>	<p>Premises manager</p>	<p>By 2020</p>
	<p>Two accessible toilets are located on the ground floor of the school and one on the first floor. Changing area available in accessible toilet.</p>	<p>Accessible bell to main car park gate. Should any visitors or staff who use a wheelchair need to access the staff car park</p>	<p>Premises manager</p>	

	<p>A shower is available for any child/staff member that requires it.</p> <p>The playground is regularly monitored and assessed.</p> <p>All staff and/or children with short or long term accessibility difficulties are risk assessed and a PEEP (personal emergency evacuation plan) is drawn up and regularly reviewed.</p> <p>Educational visits and any activities in school such as: sports day, enrichment groups, visitors are made as accessible as possible. For Educational visits, an individual risk assessment outlining adjustments and staffing (if required) is drawn up and agreed with parents/carers.</p> <p>Staff have been trained in evachair. In the event of a fire specific members of staff have been trained in moving and handling children with physical difficulties.</p>			
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<p>Increase access to the curriculum for pupils with SEND</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Interventions are pitched at the next step in learning to enable children with SEND to make good progress. Interventions are evaluated termly and targets are reviewed.</p> <p>Specialist staff support areas of the curriculum to ensure good progress is made.</p> <p>Each classroom uses a universal visual timetable.</p> <p>Termly pupil progress meetings allow teachers and SLT to discuss children who may need additional support.</p>	<p>SLT to continue to monitor through book looks, planning looks, observations and discussions with children, teachers and parents</p> <p>Parent workshops on specific areas of SEND</p> <ul style="list-style-type: none"> <li>• ASD and visual support</li> <li>• Early language</li> <li>• SEMH</li> </ul> <p>Teacher drop in's with dyslexia specialist and Inclusion Leader</p>	<p>Inclusion Leader, SLT and school staff</p> <p>Inclusion Leader</p> <p>Inclusion team</p>	<p>Ongoing</p> <p>2020</p> <p>Ongoing</p>
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	<p>Regular support from outside agencies, including, Educational Psychologist, ASD outreach and Speech and Language therapy.</p> <p>Staff undertake yearly training in epipen, asthma and epilepsy</p> <p>Teaching and support staff undertake regular training on supporting children with SEND and personalising learning.</p>			
<p>Access to specialist provision for children with complex needs</p>	<p>Sycamores and Millennium class which supports children with ASD and runs alongside mainstream. Millennium class opened in 2016 with a further Sycamores classroom opened in 2018 due to growing need and referrals from LA.</p> <p>Children are supported by specialist staff, high adult-child ratio. Curriculum is tailored to their needs and strengths.</p> <p>Children have made good progress (at least 1 PIVAT level per term).</p>	<p>Continue high quality provision supporting children with complex ASD.</p> <p>Investigate further assessment support for children who are not yet accessing national curriculum levels.</p> <p>Continued Professional development for specialist staff in order to ensure their knowledge and skills are up to date and regularly refreshed</p>	<p>Inclusion team and SLT</p>	<p>Ongoing</p>

	<p>Increased understanding across the school of ASD for both staff and children attending Horn Park</p> <p>Specialist interventions such as sensory circuits, attention autism, PECS and TEEACH are appropriately planned for based on children's individual needs and regularly reviewed and updated.</p> <p>Children have access to 'life skills' sessions including independent travel, cooking and shopping.</p>			
<p>Access to specialist provision for children with complex needs</p>	<p>Ash class which supports children with SEMH and runs alongside mainstream classes for children in year 2.</p> <p>Boxall profile used to track, assess and plan for children's individual emotional and well-being needs</p> <p>Weekly parent sessions allowing for partnership sessions with parents of</p>	<p>Parent drop in's with Learning mentor to support parental well-being and emotional health</p> <p>Review cohort of children accessing SEMH provision, their targets and next steps</p> <p>Teacher and support staff training in supporting children with SEMH difficulties</p>	<p>Inclusion Team</p>	<p>2020</p>

	<p>children accessing Ash class</p> <p>Drawing and Talking sessions</p> <p>Discovering Roots interventions which supports children's SEMH using the principles of outdoor learning.</p> <p>Breakfast and Lunch time group for children who struggle maintaining appropriate relationships on the playground</p> <p>Restorative approach used as a whole school strategy to support children's understanding of their own behaviour and its consequences</p> <p>Whole school training on attachment and how this presents in the classroom.</p>			
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Children with EHC plan's access after school clubs with additional support where possible	Review all out-of-school provision to ensure compliance with legislation	SLT	2021
Achieve Dyslexia friendly status	Specialist teacher provides 1:1 sessions with children on dyslexia register	Achieve dyslexia friendly status	Inclusion Team	2020

	<p>School are able to assess children for dyslexia and therefore there is a reduction in waiting time for children at Horn park gaining diagnosis.</p> <p>Literacy team support individual children who have been identified with literacy difficulties. These children have individual plans which are reviewed regularly by specialist teacher.</p> <p>Reading team support children across the school. Children have a baseline benchmark assessment followed by termly review to monitor progress.</p> <p>Teaching and support staff have access to regular training.</p> <p>Class teachers set up classrooms using 'dyslexia friendly' standards</p> <p>Regular learning walks undertaken by SLT and dyslexia lead</p>	<p>Parent workshops on supporting children with dyslexia</p>		
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