



Horn Park School

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Accessibility Plan

Reviewed policy agreed by LSC on: July 22
Reviewed policy shared with staff on: Sep 22
Policy to be reviewed again on: Sep 24

Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school and covers the period from April 2022 – March 2025. It will be reviewed kept under review bi-annually and shared with the local school committee.

Horn Park

Horn Park School is a 2 form entry primary school with a nursery setting. The school is home to two enhanced provisions. These provisions educated children with a diagnosis of autism and additional complex learning difficulties. Horn Park is a fully accessible school; corridors are wide and a lift ensures access to the second floor.

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
 - Trust Teaching and Learning document
 - Health & Safety
 - Equalities policy
 - Inclusion Policy

- Relationships and 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 to inform the development of the new Plan for the following period.
9. The Plan will be monitored through the local school committee
10. The school will work in partnership with the trust developing and implementing this plan
11. The Plan will be monitored by Ofsted as part of their inspection cycle.
12. The Plan will be reviewed bi-yearly

Horn Park Primary School Accessibility Plan 2022-2025

Improving the Physical Access at Horn Park Primary School				
Aim	Current good practice	Actions to be taken	Person responsible	Timescale
Improve and maintain access to the physical environment	Horn Park is a two-form entry school spread across two floors. Children with mobility differences can 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.	The intercom system is too high and would not be accessible to a wheelchair user. Consider either lowering the current system or adding an additional system to enable easy access	Premises Manager	By 2025
	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.	A growing number of children across nursery, reception and in our enhanced provisions are not yet toilet trained. Current changing space is only available in the nursery setting. There is a need to identify and develop a space to enable a respectful changing space	Headteacher/SENCo	Completed
	Two accessible toilets are located on the ground floor of the school and one on the first floor.			
	A shower is available for any child/staff member that requires it.			
	The playground is regularly monitored and assessed.			
All staff and/or children with short- or long-term accessibility difficulties are risk assessed			Headteacher/SENCo	Ongoing

	<p>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>	Update staff training when appropriate		
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Improving the Physical Access at Horn Park Primary School

Aims	Current good practice	Actions to be taken	Person responsible	Timescale
Increase access to the curriculum for pupils with SEND	<p>Our school offers a well structured curriculum that is designed to build on prior learning</p> <p>Teachers scaffold the curriculum to ensure children are able to access learning</p> <p>Curriculum progress is tracked for all pupils. Those not working significantly below age expectations are tracked using Learning journeys, a bespoke assessment system developed by Willow Dene School</p> <p>Quality first teaching is the best Interventions for all children. Where children have</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> <p>Provision map to be transferred to Bromcom</p>	<p>SLT</p> <p>SENCo</p> <p>SENCo</p>	<p>Ongoing</p> <p>Completed and ongoing</p> <p>Autumn 2024</p>

	<p>additional needs well planned 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 provision for children who may need additional support</p> <p>Regular support from outside agencies, including, Educational Psychologist, ASD outreach, Occupational Therapy 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>Nellie has been implemented and is supporting children's speech and language development.</p>	<p>Provision Maps have been transferred to Edukey</p> <p>Trial using technology to support children's access to the curriculum</p>	SLT	Autumn 2024
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Access to specialist provision for children with complex needs	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.	Review the curriculum offer in Sycamores and Millennium, exploring the model in place at Willow Dene	SENCo and Trust SEND Lead	Summer 2022 – Sycamore completed Millennium – Aut 24
	Children are supported by specialist staff, high adult-child ratio. Curriculum is tailored to their needs and strengths.	Review the structure of the current provisions in to consider the changing complexities of the children.	SENCO/Headteacher /Trust SEND lead	Summer 2024
	Increased understanding across the school of ASD for both staff and children attending Horn Park	Twilights for staff and ASD awareness assemblies planned for Autumn 23	SENCo	Autumn 2023 – completed and still ongoing training
	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.	Embed the use of learning journeys to support teaching and progress of our most complex children	SENCo	Ongoing
	Children have access to 'life skills' sessions including independent travel, cooking and shopping.	Continued Professional development for specialist staff in order to ensure their knowledge and skills are up to date and regularly refreshed	HT/SENCo/Trust SEND lead	Ongoing
	Children are assessed using Learning journeys, a system which can track progress in detail across all areas of learning.		HT/SENCo/Trust SEND lead	Ongoing
	Boxall profile used to track, assess and plan for children's individual emotional and well-being needs		HT/SENCo/Trust SEND lead	Ongoing

