



Horn Park School

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Accessibility Plan

Reviewed policy agreed by LSC on: July 2022
Reviewed policy shared with staff on: September 2022
Policy to be reviewed again on: July 2025

Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school and covers the period from July 2023 – July 2026. 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	<p>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.</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>One accessible toilets is located on the ground floor of the school and one on the first floor.</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>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</p> <p>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</p>	<p>Premises Manager</p> <p>Headteacher/SENCo</p>	<p>By 2025</p> <p>Completed July 24</p> <p>A dedicated hygiene suite has been built on the ground floor. This includes accessible toileting facilities, washing facilities and space to change.</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>	Update staff training when appropriate	Headteacher/SENCo	Ongoing
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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</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>SLT</p> <p>SENCo</p>	<p>Ongoing</p> <p>Completed and ongoing</p>

	<p>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 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>Provision Maps, Individual Learning Plans (ILPs) and passports which support learning at a more targetted level have been transferred to Edukey.</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>PDM in Autumn 1 on Assistive Technologies to support the Trialling of using technology to support children's access to the curriculum.</p>	<p>SENCo and Beth Tanton</p>	<p>On going</p>
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	<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>			
Access to specialist provision for children with complex needs	<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.</p> <p>Sycamore curriculum is based on the Development Matters Curriculum and has been updated for September 2024 to meet the needs of the current group of children.</p> <p>Millennium's curriculum follows the same structure as Y6 with relevant adaptations made.</p> <p>Children are supported by specialist staff, high adult-child ratio. Curriculum is tailored to their needs and strengths.</p>	Continue to monitor that the curriculum is meeting the needs of the children in the provisions.	<p>SENCo and Trust SEND Lead</p> <p>SENCO/Headteacher /Trust SEND lead</p> <p>SENCo</p> <p>SENCo</p>	<p>Summer 2022 – Sycamore completed Millenium – Aut 24</p> <p>Ongoing</p> <p>Autumn 2023 – completed and still ongoing training</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>Children are assessed using Learning journeys, a system which can track progress in detail across all areas of learning. Learning journeys are embedded in Millennium and Sycamore classes and are used alongside the curriculum to plan personalised provision for the children.</p>	<p>The school is involved in the PINs project 'Partnership in Neurodiversity for Schools Greenwich. This is a six month project that will involve the school working together with EPs and the Parent to improve the Educational Experience for Neurodivergent Pupils with ADHD.</p> <p>Continued CPD for teachers and support staff from SALT and OT.</p> <p>Continued Professional development for specialist staff to ensure their knowledge and skills are up to date and regularly refreshed. September 2024 INSET included training on Little Wandle which included the SEND training. Training on Communication Boards</p>	<p>HT/SENCo/Trust SEND lead / EPs</p> <p>HT/SENCo/Trust SEND lead</p> <p>HT/SENCo/Trust SEND lead</p>	<p>Ongoing</p> <p>Ongoing</p> <p>September 24 and throughout the year</p>
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	Children's individual emotional and well-being needs are addressed using Boxhall profiles as well as through ELSA sessions. Questionnaires are also given to parents and teachers to establish a baseline.	was also given to all support staff from Oxleas SALT team. SALT and OT regularly provide training to support staff to support plans. Training on a range of SEND needs is available to all staff on National College. Questionnaires to be repeated at the end of interventions to measure impact.	SENCO / SEMH lead	End of each intervention – ongoing.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Children with EHC plans access after school clubs with additional support where possible.	Review all out-of-school provision to ensure compliance with legislation	SLT	Ongoing
Improving the Delivery of Written Information				
Aim	Current good practice	Actions to be taken	Person Responsible	Timescales
To improve the standard and range of communication systems that the school uses to engage with	The school currently uses a range of ways to communicate with parents such as newsletters, email, text, social media.	Using technology to translate communication for parents are not fluent in the English language	Office Lead SLT	Autumn 24 - ongoing

parents and other stakeholders	Leaders' are visible and available to answer questions and talk to parents at the beginning and end of the school day.	Develop simple video/audio guides to support parents to navigate: <ul data-bbox="1196 300 1518 443" style="list-style-type: none">• Secondary transfer• Application for EHCP• Annual reviews		Autumn 2024 - ongoing
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