




Hunnyhill Primary School

Date of Review:	January 2025
Next Review Date:	January 2026
Changes from previous:	
Staff Responsibility:	SENCO
Responsibility FGB/Committee:	FGB
Signed by Chair of Governors:	

Accessibility Plan 2024 – 2025

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act 1995.

At Hunnyhill Primary School we are committed to working together to provide a learning environment where all children have every opportunity to achieve the highest of standards. We promote the individuality of all our children irrespective of gender, ethnicity, faith, belief, age, disability, attainment or background. Hunnyhill Primary School strives to be an inclusive school.

Hunnyhill Primary School aims to remove barriers to learning and increase access to education for pupils with disabilities. We aim to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education and the facilities provided.
- Improve the availability of accessible information to pupils with disabilities.

According to the Equality Act 2010 a person is regarded as having a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to-day activities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Roles and responsibilities

The **governing body** will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The **headteacher** will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively implement the school's Accessibility Plan.

The **SENCO** will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

Priorities of the Accessibility Plan

The Accessibility Plan ensures that:

- The school utilises the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of pupils with an impairment or disability.
- There is appropriate deployment and training of teaching assistants.
- Disabled pupils have access to extra-curricular activities.

As a local provider of education, we want to ensure that we are providing the best possible access to learning at Hunnyhill Primary School. We consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

To ensure that we achieve this we undertake a self-assessment on an annual basis. We look at how inclusive we are by identifying how we are performing against each of the twelve areas below and rank them according to achievement and progress. We then discuss our initial findings with staff, governors and the school council.

Areas that are identified as red or amber are priority areas for action and are progressed by using an action plan which is monitored by governors and the senior leadership team and can be found as an appendix to the policy. However, we are not complacent, areas that are identified as either green or super green are also monitored to ensure that we maintain or improve those levels.

Achievements are highlighted as follows:

Red	Amber	Green	Super Green
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Self-assessment – how inclusive is your school?

Date: January 2025

	Red	Amber	Green	Super Green
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.
Policies and 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 is in all policies. Staff contribute to reviewing and updating inclusion policies.	All staff aware of and actively implement inclusion is in all policies. Staff, parents and disabled young people contribute to reviewing and updating inclusion policies.
Safeguarding	Safeguarding or child protection policies not in place or up to date. Staff unaware of procedures or protocols. DBS 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. DBS check are completed for some staff.	Safeguarding and child protection policies in place, adhered to and regularly updated. Staff aware of procedures and protocols. DBS 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. Staff aware and adhere to procedures and protocols. DBS 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.

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.
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<p style="text-align: center;">Wheelchair Accessibility</p>	<p>No access to building or surrounding / outside areas for wheelchair users. No accessible toilets available.</p>	<p>Limited access to building or surrounding / outside areas for wheelchair users. Room layouts restrict manoeuvrability.</p>	<p>Good access to building or surrounding / outside areas for wheelchair users. Room layout provide reasonable to good manoeuvrability. Accessible toilets are available. Most doors can be opened independently by wheelchair users.</p> <p>Two accessible toilets are located in the main school building. A further is located in the SEMH Resourced Provision. Academic Year 2024-2025 – installation of a mobile hoist in the accessible toilet within the SEMH RP.</p> <p>Hunnyhill Primary has ground floor and first floor classrooms (EYFS & KS1 on the ground floor and KS2 on the first floor). In the event of a pupil requiring wheelchair access, classrooms would need to be re-organised e.g. KS2 moved to the ground floor. However, the size of toilets on the ground floor are only suitable for EYFS & KS1 children.</p> <p>Doors to main school building cannot be opened independently by wheelchair users.</p>	<p>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.</p>
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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.	<p>Most disabled young people's specific physical and sensory needs are met. Visual and aural support available.</p> <p>Hunnyhill Primary staff liaise with the Teacher of the Deaf to support children with hearing impairments and Physiotherapists and Occupational Therapists, to support children with Physical and Sensory needs.</p>	All disabled young people's specific physical and sensory needs are met. Sound absorbing resources, visual and aural support available. Raised letter signage / Braille throughout facilities. Fully functional hearing systems in place where appropriate.
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	<p>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).</p>	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).
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.

<p style="text-align: center;">Participation</p>	<p>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 disabled young people or parents.</p>	<p>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.</p>	<p>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).</p>	<p>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).</p>
<p style="text-align: center;">Staff Training / Approachability</p>	<p>Staff receive no disability awareness training.</p>	<p>Some staff receive disability awareness training. Staff generally display a positive attitude towards inclusion.</p>	<p>All staff receive disability awareness training. Staff are friendly and approachable and work towards finding positive solutions for everyone to ensure involvement.</p>	<p>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.</p> <ul style="list-style-type: none"> • Relevant staff trained in MAYBO. Academic Year 2024-2025 – In house ‘Train the Trainer’ for MAYBO. • Academic Year 2024-2025 - In-house ‘Train the Trainer for Manual Handling / People Movers’. Staff trained in Level 1 and 2. Rolling programme of training for staff.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication / Visual Support</p>	<p>No evidence of visual support available (e.g. picture cues, Makaton, use of props).</p>	<p>Inconsistent use of visual support, used only as a resource for individual young people. Staff have limited awareness of alternative communication systems available.</p>	<p>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.</p>	<p>Range of visual support in place (variety of visual aids resources available and used). Evidence of signing environment (relevant staff trained in Makaton). Staff have excellent knowledge of alternative communication systems available. Environment adapted to suit child's needs e.g. low distraction areas.</p> <p>All staff received Visual for Learning training in January 2020.</p> <p>EYFS have received Total Communication Training – July 2020.</p> <p>EYFS staff received Makaton training – July 2020.</p> <p>High Tech AAC devices used for pupil who are pre-verbal.</p> <p>All staff have access to Widgit Online.</p>
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<p style="text-align: center;">Autism Awareness</p>	<p>No awareness or understanding of young people with autistic spectrum disorder (ASD).</p>	<p>Staff have some awareness of ASD.</p>	<p>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.</p>	<p>All 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.</p> <p>Hunnyhill Primary has a member of staff trained as a SWAN (School Wide Advocate for Neurodiversity) to champion neurodiversity affirming approaches in school.</p> <p>Staff, parent and governor representation at RAISE (Respecting Autistic Identity in Schools & Education) project.</p>
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Action Plan 2024-2025

Area	Issue	Action	Expected Outcome	Lead	Date
<p>Wheelchair Accessibility</p>	<p>Since September 2021, there has been a requirement for the school building to be accessible to wheelchair users.</p> <p>Challenges with the suitability and accessibility of the building have arisen, specifically, access to toilets.</p> <p>Academic Year 2024-2025 Increased challenge with toileting. Pupil's physical needs have changed to the extent that they are no longer able to support their body weight for a transfer from wheelchair to toilet.</p> <ul style="list-style-type: none"> • Staff are not trained in Manual Handling / People Moving. • The school does not have access to suitable hoists to facilitate moving a pupil from the wheelchair to the toilet. 	<ul style="list-style-type: none"> • Liaison with Occupational Therapy and Physiotherapy to source equipment to support wheelchair users. Classroom layouts have been adapted and resources have been reduced. <p>• Academic Year 2024-2025 A mobile hoist has been installed (on loan) into the accessible toilet within the SEMH RP. Hunnyhill now has an in-house 'Train the Trainer' in Manual Handling and People Moving. To date, 3 staff have been trained with the plan to roll out training to a wider group of staff.</p> <ul style="list-style-type: none"> • Risk assessments have been undertaken and are adhered to. • Intimate Care Plans have been produced and are reviewed regularly. 	<p>Wheelchair users will be able to access learning on a ground floor classroom. They will not be disadvantaged; and will have the opportunity to engage in all learning experiences, equal to other pupils. Wheelchair users will be included in all activities; reasonable adjustments will be made.</p> <p>Academic Year 2024-2025 Key staff will feel safe when manoeuvring pupils with restricted mobility and have the knowledge and skills to carry out the required manual handling practices.</p> <p>Wheelchair users with intimate care requirements will feel they are treated with dignity and have a voice in their care requirements.</p>	<p>Liaison with OT and Physio</p> <p>SENCO & Inclusion Lead</p>	<p>Dec 2024</p> <p>Jan 2025</p>

	<p>Doors cannot be opened independently by wheelchair users. Two staff members are required to open and close doors to enable movement throughout the ground floor. Access to all accessible toilets is gained by passing through doors which cannot be opened independently.</p> <p>Hunnyhill Primary is a split-level site; EYFS, KS1 and Year 3 classrooms are located on the ground floor. KS2 classrooms (Years 4-6) are located on the first floor, accessed by stairs. There are no lifts. The first floor is not accessible for wheelchair users or pupils and staff with restricted mobility. In the event of a pupil or staff member with restricted mobility requiring access to KS2 (Years 4-6), classrooms would need to be reorganised and relocated on the ground floor. However, the size of the toilets on the ground floor and only suitable for EYFS and KS1 children. This would require significant modification of the school building.</p>	<p>Major remodelling work would be required for Hunnyhill Primary School to be fully accessible.</p> <ul style="list-style-type: none"> ➤ Automated doors would be required for independent use by wheelchair users. ➤ A lift would need to be installed to provide access the first floor. ➤ Or in the event of relocating KS2 classrooms, remodelling of the toilet facilities on the ground floor would be required. <p>Hunnyhill Primary School has been approved for the governments' School Rebuilding Programme.</p>			
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<p>Autism Awareness / Neurodiversity Awareness</p>	<p>Increased numbers of children are recognised as being neurodivergent. This calls for all staff at Hunyhill Primary to promote neuro affirming practice; believing in a strengths and rights-based approach to developmental differences and aim to provide support and adaptations that affirm the child's neurodivergent identity.</p> <p>The goal is to promote positive autistic identity, increase understanding of autism and the related reasonable adjustments that support autistic students' mental health, and break down the barriers to attendance.</p>	<ul style="list-style-type: none"> • A cross section of adults (staff, parents, governors) have participated in the RAISE project to explore and implement approaches and interventions that better support children with a neurodivergent identity. RAISE (Respecting Autistic Identity in Schools & Education) • Senior Leaders will promote a whole school neuro affirming culture amongst the school community. • Focus on the attendance of all learners; particularly those with a neuro divergent identity. • Enhanced support for families. Explore ways to improve inclusive, multi-agency approaches. 	<p>Workshops will be attended by the SEMH RP Provision Lead, the Chair of Governors and a cross section of parents. Approaches and interventions will be disseminated to all staff through a programme of training.</p> <p>Neuro affirming practice will be evidenced across the school.</p> <p>Improved attendance at school.</p> <p>Improved support for families.</p>	<p>Provision Lead</p> <p>Attendance Leads</p> <p>Inclusion Lead</p>	<p>Autumn Term 2024-2025</p> <p>July 2025</p> <p>July 2025</p>
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