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Lincoln
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Access Plan

August 2024

Policy Owner	Headteacher
Governing Body Committee	Development
Date Approved by Governors	August 2024
Next Review Date	September 2025

This policy aims to ensure that the children, staff, parents and visitors of Sir Francis Hill School , have equal opportunities in all areas of school life.

If any policies are out of date, this does not mean that they are invalid. Coordinating dates of renewal, with ratification at the appropriate Governors meeting, sometimes causes delays/overlaps in renewal, but the content is still appropriate and relevant.

The Purpose of this Access Plan

This plan shows how Sir Francis Hill Primary School intends to enable the accessibility of our school for all pupils, staff, parents/carers and visitors, that may have a disability.

Definition of disability

Under the Equality Act 2010, a person has a disability if they:

'have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

What 'substantial' and 'long-term' mean

- 'substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection

Information about Sir Francis Hill School

The school opened in 1952 and has various renovations and extensions since then. The first was to add a studio and a number of classrooms, the second to add a purpose built Nursery, offices, school hall, intervention rooms, kitchen and four new classrooms, and to convert the old hall into three new classrooms, and other much smaller projects. The school is all on one level and there are no stairs, except to the costume storage area, however, pupils and parents are not allowed access to this area.

Current range of known disabilities

The school has children with a range of children with additional needs, including educational, medical and physical needs. Most of the children with these needs are placed on the Special Educational Needs Register and are closely monitored to ensure appropriate care. Parents are regularly consulted, regarding their child's needs and there are close relationships between children, staff and parents.

Areas covered in the Access Plan

The key objectives (in line with DfE guidance) are:

- to increase access for disabled students to the curriculum;
- to improve access to the physical environment of the school;
- to improve the delivery of written information to disabled students and parents/visitors when appropriate.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through regular self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. The only area of the curriculum where classes are not mixed ability is in Read, Write Inc (the Phonics programme adopted at Sir Francis Hill). Children are carefully assessed and grouped according to their needs, in order to ensure appropriate teaching and learning and maximise progress for all pupils. In order to ensure everyone can participate fully in the broader life of the school, all children will be permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance/attendance on trips may be used as a suitable short term sanction and to ensure the safety of others (See Educational Visits Policy).

Target	Strategy	Responsibility	What will success look like?
To increase confidence of all staff in delivering appropriately differentiated teaching and learning, and to provide an Inclusive environment in their class and the school as a whole	- Regular staff training - Regular audits of staff training needs. - Clear procedure in place for staff to request training - Learning Walks - Book scrutiny - Support from SENDCo and Inclusion Team - Seek support from external agencies when needed.	Inclusion team	All teaching and learning will create an Inclusive environment, and all pupils will be provided for through adaptations and inclusive teaching and learning strategies. -access to a wide variety of resources in all classroom. -variety of learning styles planned for -high levels of adaptation in place -support for all ability groups -regular training in place to increase understanding of various SEND -visual timetables in place in all classrooms -reasonable adjustments made in all lesson and activities, to allow access for all -variety of activities/events throughout the school year, to create a greater understanding among pupils and parents, of children with different needs -SENDCo readily available to offer support to staff -wide range of appropriate external agencies working with staff, parents and pupils
To involve parents in regular consultation about their child's needs and ways to support them	- Parent questionnaires - Discussion at parents evening 'Open door' policy - Learning Plan meetings with parents if required - Regular review meetings with parents	Class teachers SENDCo	Regular consultations with parents mean that they understand provisions made for their child, and can contribute their thoughts on their child's education and physical needs. -3 x per year Learning Plan reviews -Analysis of questionnaires and implementation of change as a result. -Annual Reviews for those with EHCPs -Support for all through TACs, CIN and CP, and open communication with SENDCo, DSL and Class teachers. -3 x per year Parents evening offered to all -Annual reports to parents as well as progress checks throughout the year
To ensure accessibility to extra-curricular activities, for all pupils	- Planning for extra curricular activities to consider needs of all. - Provision to be made to cater for additional needs.	Inclusion team Member of staff running the activity	Pupils of all abilities will have the opportunities to take part in extra-curricular activities. -Reasonable adjustments made for all, to allow all pupils to access activities -Risk assessments in place to ensure their safety -Close communication with parents to discuss adjustments needed
To incorporate ICT in to the classrooms to support learning	- Regular staff training on variety of apps, software etc. - Whole school ethos of sharing good practice and ideas.	Computing Team Inclusion team	Wider use of ICT being used in classes to ensure inclusion through adaptations -sharing of good practice across school -regular staff training in place to promote use of ICT -resources to use with children with SEND audit shared with staff -Computing lessons -Use of various ICT equipment with lessons
To ensure all education visits are accessible to all	- Guidance for staff on making trips accessible. - Pre-trip visits to ensure accessibility - Risk assessments to be carried out and approved	Educational Visits Lead Inclusion team Class teachers	All pupils to be included in trips, and provisions made for any access difficulties. -Reasonable adjustments made for all, to allow all pupils to access activities -Risk assessments in place to ensure their safety -close communication with parents to discuss adjustments needed -Discussion with hosting venue to assess any potential risks/adjustments
To allow additional time for pupils whose disabilities prevent them from completing tasks at the same rate as their peers	- Consultation with SENDCo to apply for additional time during tests. - Whole school practise of allowing additional time in class.	Class teachers SENDCo	All pupils to have adequate time to complete work, regardless of disabilities. -Staff will have a good understanding of the needs of all pupils in their class and reasonable adaptations/adjustments will be made according to their needs. -adjustments of expectations of quantity where needed, or additional time given to complete a task. -use of strategies to break tasks down into smaller chunks -use of brain breaks to break tasks up into smaller chunks.

Improving access to the physical environment of the school

At Sir Francis Hill we strive to ensure that no child, parent, member of staff, parent or visitor, is prevented from accessing areas of the school due to their disability. If a child or member of staff enters our school and has additional physical needs, we will make reasonable adjustments to ensure their access to all areas of the school.

Others who may come to school on a less regular basis e.g. visitors, parents etc will also have their needs taken into consideration to ensure that their time in school is comfortable and accessible, according to the purpose of their visit.

Target	Strategy	Responsibility	What will success look like?
To ensure that school regularly assess areas of the school that may cause potential barriers to access. To ensure that the layout of school allows access for all, to all areas.	• Clear procedures for Staff to report potential hazards/barriers • Hazards/barriers to be rectified quickly. • Regular checks on the school building and outdoor environment to identify hazards/barriers.	Inclusion Team Whole staff Health and safety coordinator	Hazards/Barriers will be removed to ensure all areas of the school are accessible to all. -all school areas kept tidy and accessible -risk assessments regularly updated to ensure areas continue to be accessible and any hazards identified. -reasonable adjustments made where appropriate, to ensure access for all. -Site Manager to make any safety adjustments or repairs
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	• Access Plan available to all on website. • Access plan shared with staff and governors. • When new children enter the school, assess and address any access difficulties. • Consider staff access needs during recruitment process.	Inclusion Team SLT when recruiting staff.	Access needs of all to be considered and reasonable adjustments to be made. -School is accessible to all those with additional physical needs. -Reasonable adjustments made where normal provision is not suitable -If specific physical needs require, individual risk assessments carried out to identify any potential hazards or needs. -Learning Plans/Medical Plans in place for those where alternative/additional provision is needed.
To ensure all disabled pupils can evacuate school quickly and safely in an environment.	• Plan in place for all disabled pupils to evacuate the building in an emergency.	Inclusion Team Enhanced support with pupil.	All disabled pupils will have a quick and safe evacuation route. -All exits are accessible to all -All staff aware of pupils with additional needs, and of the plans to support these - PEEPs (Personal Emergency Evacuation Plans) in place when required
To ensure that the visual, hearing or sensory needs of pupils are met to ensure full and safe access to the school environment.	• Assessment of the child's needs and potential hazards/barriers around the school environment. • Consultation with parents • Consultation with outside agencies to gain advice and support where needed.	Inclusion team.	Adaptations to be made where necessary to meet the needs of pupils with visual, hearing or sensory needs. -advice of appropriate external agencies, acted on, to remove barriers. -resources adapted to remove barriers -Sensory Assessments sought for those who need it, and adjustments/provisions made accordingly. -close communication with parents to identify potential barriers/triggers -Learning Plans/Medical Plans in place for those where alternative/additional provision is needed.

Improving the delivery of written information for disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils, to also be fully available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	Strategy	Responsibility	What will success look like?
To identify any written materials that may need to be adapted in order for all disabled pupils, parents or visitors to be able to access information.	- Regularly review information available and make necessary adjustments to provision. - School office/Inclusion team will support parents to access information and complete forms.	Inclusion Team Administration team	All information will be available to <u>all</u> pupils and parents. -advice of appropriate external agencies, acted on, to remove barriers. -resources adapted to remove barriers -Sensory Assessments sought for those who need it, and adjustments/provisions made accordingly. -close communication with parents to identify potential barriers/triggers -Learning Plans in place for those where alternative/additional provision is needed. -Support given to parents who need it.
To seek and act on advice of outside agencies where needed e.g. for pupils with visual impairments or dyslexia	- Outside agencies to be consulted. - Resources to be put in place to support pupils/parents with needs that prevent/hinder them from accessing written information.	Inclusion team Class teachers	Resources to be in place to support pupils with additional visual needs. -close communication with parents and class teachers, to identify needs -close communication with external agencies -reports/advice from external agencies are acted on to remove barriers -regular staff training on strategies to remove barriers
To provide information in other languages for pupils/parents or prospective pupils/parents.	Translations to be in place where appropriate	Inclusion Team Administration team EAL coordinator	Appropriate information to be available in other languages. -support in place for parents who need it -policies and documents available in alternative languages -interpreters available in meetings etc, or support is sought to aid communication with parents. -EAL support in place in school -SALT referrals made where necessary