



Hanover Primary School

Accessibility Plan 2016-2020

Who reviewed this plan?	Amanda Reese, Howard Revill
Who approved this plan?	Premises Committee
Date of approval	May 2016
Date of next review	May 2019

INTRODUCTION

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010.

DEFINITION OF DISABILITY

Disability is defined by the Equality Act 2010:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

KEY OBJECTIVES

In line with the Equality Act 2010, the objectives of this Plan are to:

- Increase the extent to which disabled pupils can participate in the School’s curriculum;
- Improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education and benefits, facilities or services provided by the School; and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.

PRINCIPLES

1. In line with the public sector equality duty under the Equality Act 2010, Hanover will have due regard to the need to:
 - Eliminate discrimination, harassment and victimisation;
 - Advance equality of opportunity; and
 - Foster good relations between people.
2. Hanover recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality
3. Hanover seeks to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, by:
 - setting suitable learning challenges
 - responding to pupils’ diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

4. In preparing this Plan, Hanover has had regard to the need to allocate adequate resources for implementing the Plan.
5. Hanover will monitor the Plan's implementation, and will revise it as necessary.

CURRENT POSITION AND PLANS FOR IMPROVEMENT

Participation in the Curriculum

Current Position

We work very hard to ensure that the learning needs of each child are considered when planning our curriculum and its delivery. We have a number of children throughout the school who have significant and complex learning difficulties. We ensure that these children get the support that they need in order to progress well. We work closely with outside agencies and advisors in order to use appropriate teaching strategies, provide appropriate learning materials and organise training for staff to increase their understanding of the learning of children with specific needs. We work with a range of external agencies to ensure that we provide as well as possible for children with disabilities. This includes work with the specialists in hearing impairment which results, for example, in staff wearing hearing loops connected to children's hearing aids to ensure that they are accessing teaching and learning as well as possible.

Teachers liaise on a regular basis with the Inclusion Manager and with parents, setting appropriate short term and long term targets for children using the new Pupil Passport document. Termly pupil progress meetings with the Leadership Team and class teachers include discussion about each pupil, their progress and any strategy that could be introduced to assist their learning.

Specialist TAs are employed to support one to one where possible and training is provided to support these roles. Training and advice is sought from a number of providers including working with the outreach teams from local special schools.

Plans for Improvement

With increasing numbers of children on the SEND register who fall into the category of Social, Emotional and Mental Health difficulties, and with a lack of additional funding to support the needs of a number of these children:

- We are planning to redeploy and train some of our TAs to specifically support them. This is recognising that for some children with these conditions it can be difficult for them to access the curriculum fully independently, or they may have difficulties with managing their behaviour and social interactions.
- As alternative provision for part of the school day is desirable for some of the children with these diagnoses, we plan to establish a Nurture Room to support these social and emotional needs. We would staff this facility with established

staff members who would receive specialist training. An area of the school would be identified and equipped to support the needs of these children which would relate both to the curriculum and to developing the social skills and emotional resilience which can be a barrier to the success of some children with social, emotional and mental health difficulties.

Physical Environment

Current Position

The Hanover School building was the subject of extensive renovation during 2011-2012 which included:

- The installation of a lift which operates from the ground floor to the roof playground, enabling wheelchair access to every area of the school;
- The installation of a hoist lift in the new hall extension from street level to enable access to the new facility both for school and community use;
- The establishment of a ramp to facilitate access from the street to the main foyer;
- The installation of disabled toilets on each level, as well as shower and changing facilities;
- The fitting of handrails on the staircases at an appropriate height, and appropriate door widths on new doorways;
- The installation of new switches and buzzers at the correct height; and
- The fitting of nosings on staircases to support those with visual impairment.

Plans for Improvement

- Ongoing maintenance of the above facilities.
- Purchase of evacuation seats for the refuge areas
- Anti-slip surface on the entrance ramp

Accessibility of information

Current Position

- We have regular scheduled and ad hoc meetings with the parents/carers of children with particular needs and medical conditions, and work with interpreters where necessary to share information in these sessions.
- Reports from outside agencies are shared with both parents/carers of these children and with the relevant school staff that work with them
- General information is shared in a number of ways, including face to face, hard paper copies, email, telephone, and text. Method of communication is selected to best suit the receiver
- Much information is available on the website but we know that, in its current form, it is difficult to navigate

Plans for Improvement

- We plan to upgrade the School's website in 2016-17 to make it easier to navigate and to include more relevant information.
- The new website will have a translation facility in order to make it more accessible to families who have English as an additional language.
- Reports from outside agencies will in the near future be stored more efficiently through our SIMs network so that they are more accessible to relevant school staff.

LINKED POLICIES

This plan will contribute to the review and revision of related school policies including:

- School Improvement Plan
- Continuing Professional Development plan
- Inclusion Policy
- Equality and Community Cohesion Policy
- Access to Information Policy
- Managing Medical Conditions in School Policy
- Curriculum policies

The Premises Committee will review progress in implementing the Plan every 12 months after the date of the Plan's approval. The Plan will also be substantially reviewed, and updated, if necessary, after three years.