Accessibility Plan

Hill Top Academy

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INSPIRE

INCLUDE

INTEGRITY

EXCEED

Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Welcome to our 3 Year Plan for SEND

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1. Introduction

When some people see the words *Accessibility Plan*, they think "old news". After all, schools have had accessibility plans since 2002. How could there be anything left to do? If a school has all the accessible toilets and ramps it needs, it's about as accessible as it can be.

Isn't it?

Changes to buildings are especially important for people with physical difficulties. However, for most children with ADHD, an accessible toilet makes no difference them. For this child, improving access may mean giving them access to wobble cushions, an individual reward system, a fiddle toy, movement breaks and sensory circuits. All of this can be achieved without us needing to mix concrete or plumb new toilets.

This accessibility plan tells you what we believe, our goals and the steps we plan take to make OPS even better.

We may plan physical adjustments, but accessibility is about much more. It also includes both children *and adults*.

Accessibility doesn't mean removing every barrier. Some barriers can't be removed. But it does mean finding creative ways to deal with the barrier.

If we cannot remove the barrier, we want to work together to get over it, under it or round it.

Please read on…
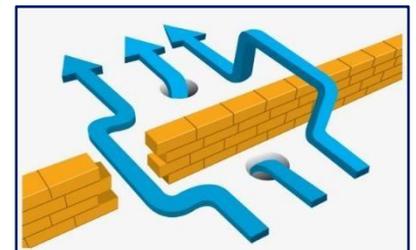
2. Our Goals

Our goals reflect our school's ambitions. They are also based on what parents and children say is important to them.

1	**2**	**3**
All children have been exposed to a good range of disabled role models (including both milder and more severe needs).	There is no bullying of children because of their SEND.	Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.
10 2023/24 attendance of SEND pupils is better than the whole school average.	**11. The Final Word** Let's say that on 'Haggstones Road', a mum gives birth early. It's a difficult birth. The baby is born at 26 weeks and is very poorly in the first few days of their life. The difficulties at birth caused damage to his young brain.	**4** No child leaves FS without having been invited to a friend's house.
9 All children can access social opportunities in the hall because the environment is modified to reduce sound reverb.	We want our school to be better by the time he arrives aged 4 than it would have been if he had come through our doors in September 2022. We want him to read well, have friends and be well placed to have good physical and mental health for life.	**5** Every child leaves every year group having been invited to at least one class mate's birthday party or 'inhouse' party with friends.
8 Our yearly parent sessions are co-produced and enhance the level of SEND know-how in our families.	**7** All children with disabilities are offered effective interventions to understand their difficulties by Y4 (in liaison with parent wishes).	**6** All children leave Y2 with a receptive and expressive language level of at least 6 years and 11 months.

3. Our Plan

What's in our plan?
Our plan in three parts:
- Our children's learning
- Our classrooms and buildings
- What we write

What's not in our plan?
We do lots to **maintain** previous improvements. For example, we repaint white edges onto our outside steps. This keeps school safer for people with vision loss. However, we generally don't include this in the plan because the plan is about how we'll make things even **better** (and not just maintain what we've done already).

However, if for example, we renew our autism training, we would put that in (because each time staff do it they take new things away from it). Thus, the training does make life **better** for our SEND pupils rather than just **maintain** previous improvements.

The key question is "Will it make it **better** at the end of the three years of this plan than it was at the start of this plan?"

A note on terms used
- SENDCo = Special Educational Needs & Disabilities Co-Ordinator
- SBM = School Business Manager

Our Children's Learning
This means what and how we teach children, including in their class, small groups or 1:1 work. It's our biggest section.

Target	Comments
We will use an assembly each term to learn about disabled role models, including those with milder disabilities or role models with SEND – incorporating this into themed weeks.	E.g. George Webster on CBBC, Richard Branson's balloon trips, Chris Packham's wildlife shows. All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by Principal and SENDCo
Staff refresher training in restorative questions.	This includes when a child has been unkind to a peer with SEND – we have had training but this is needs further polish to keep staff skills sharp.
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.	There's a download here http://9000lives.org/send-lgbtq/ targeted at secondary special or mainstream SEND (and therefore match the development level of primary kids) – some are more LGBTQ acceptance but lots are just on a general theme of embracing diversity. Guest speakers, school nurse, link professionals, inset

Short discussion at staff meeting – how could we promote this with our year group? Deliver Wednesday assembly tied in with National Friendship (3rd week in May) Week "How about a new friend?"	Birthday parties and play-dates an area we have less control over but can still influence, especially as we are a primary school. Staff will each have their own ways to encourage inclusive friendships so that no child is left out.
We will create a debrief toolbox for staff to use with pupils and each other following serious incidents.	Frequency, intensity and duration of melt downs reduces, making them more likely to be invited to their classmate's party.
We will provide all-staff training (and follow up reflection) on vocabulary development for SEND children.	We'll contact SALT about this to get specialist expertise.
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements Monitored by The Principal/ SLMT
We will buy "Me and My Autism" "All dogs have ADHD" "Volcano in my Tummy" and "Anna Angrysaurus" for the learning mentor to use with KS2 pupils.	These help children understand their conditions. We only talk about a diagnosis if the parent has given consent.
We will provide SEND training for staff to enhance their skills.	We will bring in specialists and the Educational Psychology Service to improve our practice on key SEND issues in school.
We will provide new and refresher staff training in autism.	It will be three years since we last did autism training. By bringing in specialists to deliver training, we enhance staff expertise so that autistic children get the best possible provision.
We will use effective risk assessments to include all children in school trips and extra-curricular activities	This includes an annual monitoring of extra-curricular activities and trips to ensure compliance with legislation (We'll do this by monitoring the exeant system).
We will have our SEND provision map available at pupil progress meetings.	We will do this so we can identify gaps in provision or match pupils to existing provision instantly.
We will provide early intervention in mental health via our pastoral manager	Pastoral manager will come into school weekly to advise staff and work with children.
We will co-produce our Accessibility Plan.	So that we hear all possible ideas for improving SEND children's access to school, we will ask for opinions from families in our summer SEND survey.
We will refine our SEND register so that low attendance is more easily identified.	This is so that we can see trends and trigger challenge and support for low attendance (below 95%) (over a term, year or longer).
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class (e.g. through Schools' provision map) and staff accordingly Ensure staff skills are matched to pupil needs. Pupils needs are appropriately met through effective deployment of skilled support staff.

Our Classrooms and Buildings

Target	Comments
We will ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. This would have a particular focus on both halls, shared areas and Foundation Stage area.
We will review fire evacuation information to ensure that it is communication friendly.	The information should be easy to access for emerging-readers to access.
We will make the reception accessible via a portable ramp.	FS, KS1 and Y4 can all be accessed by people who need flat level access. Our Year 5/6 building entrance is not currently accessible via flat level but can be accessed via the main entrance.
We will review our school reception to ensure a welcoming and not overcrowded environment.	We want reception to be welcoming but it is important that key info (e.g. DSLs, evacuation advice etc) does not become hidden amongst the volume of content displayed.
Car Parking – we will ensure marking and signage are clear for designated parking space for the disabled.	Remind staff not to park in disabled bays unless they have been issued with a blue badge.

Our Written Information

Target	Comments
We will revisit our approach to display so that it balances inspiration with the right levels of stimulation.	SENDCo will table this at a senior leadership team meeting so that it can be discussed and this can then be fed back to staff to sustain or tweak practice.
We will include subheadings in the newsletter so it is clear which class(es) each paragraph relates to. Make available school brochures, school newsletters and other information for parents in alternative formats	The newsletter has a very predictable layout. This step enables parents who find reading harder to skip sections to find the parts that matter to their child, e.g. **"Y4** The Conisborough Trip is on 4th May…" Where there is not enough space for subheadings, we will state the target group at the start of the sentence, e.g: *"Y4, Y5 and Y6 children have been invited to Oaks Cross Country Club"* All school information available for all through hard copy and website.
We will update signage (in reception, school notice board, FS classroom entrance) so that we are clearer that parents who, for example, feel overwhelmed can ask for help.	Teachers/SENDCos will state the support available with forms: "**School Forms** giving you a headache? Please come go to reception if you are stuck or struggling. We'll do our best to lend a hand. **Heath Forms** giving you a head ache? Please get in touch with our Pastoral Manager, Rebecca Bewick, if you are stuck or struggling. She'll do her best to lend a hand. Contact her via reception or email: admin@hilltop.doncaster.sch.uk

We will provide staff briefing/training on accessibility to office staff.	Staff awareness of access issues enhances the accessibility of written information from the office. Training would include: • The Flesch Kincaid scale • Tools for converting pdfs • Alt text • Signalling headings • Sans & Serifs • Dyslexia friendly approaches • How adults with literacy difficulties might complete forms via speech to text and text to speech • White space • How screen readers work • VI friendly fonts • How to MLP This means that the base level of accessibility is improved and that staff are well placed to respond very quickly to requests for accessible formats.
Availability of written material in alternative formats - The school will make itself aware of the services available through the LA for converting written information into alternative formats. The use of Q codes to be used for mobile internet linked access to key information from website.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.

4. How do we monitor this Plan?

Our SENDCo will review this plan every July
This means:
- Re-reading the plan.
- Making updates if needed.
- Chasing colleagues if targets need further work to get them complete.
- Reminding colleagues what they need to do this year.

The admin then puts the updated plan onto our website.

The updated plan can help our SENDCo to write the next year's SEND development plan. This plan and the SEND development plan won't ever match perfectly but they will overlap. That's ok.

Asking People
We would ask about this plan in our annual survey of parents, but we know that not every parent wants to read it. So we will ask questions that help us plan the next steps, e.g: *"If you had a magic wand, what one thing would you*

change about our SEND provision?"

We will also ask this question when getting children's views for review meetings once a year.

This gives us lots of small bits of information that help us reflect on successes and plan our next steps.

Our Governors
Our Governors agree that the head teacher can approve the plan. It doesn't need to be given to governors to approve. However, the SEND governors will monitor the plan by visiting school each year in the summer term. They will focus on:

- In Year 1 of the plan: Our classrooms and buildings
- In Year 2 of the plan: The curriculum
- In Year 3 of the plan: Written Resources

At the end of the 3 years, the SENDCo will report to governors on how successful we have been.
We have set some really big goals. Some of our goals might even be too big. But let's try our best to reach them – because they are things that matter to the lives of people, both young and old.

5. Extra Info

Disability vs SEN?
Whilst Accessibility Plans are intended to mainly to improve things for those with disabilities, we go beyond that and include access for all children and adults with SEN as well as disabilities.
In schools,

- A pupil with SEN normally means a person needs SEN provision to meet their needs, for example:
    - Dyslexia
    - Language delay
    - Anxiety
- Disability means a person has a long-term condition that has a substantial impact on their daily life, for example:
    - Autism
    - Downs Syndrome
    - Cerebral palsy

Most conditions that can be SEN can also be disabilities. It depends on how sever the condition is.
We recognise that some people don't consider themselves disabled, but take a view that it is the world around them that disables them, rather than their condition. This is sometimes called the "social model of disability".

Our plan simply wants to improve lives of children and adults with SEND regardless of:

- whether someone's needs are classed as "SEN" or "disabled" and
- whether it is their disability or the world that disables them.

Our Accessibility Plan vs our Policy
Our plan covers both our plan and policy. We put both in the same place and call it our plan so it is clear that it is a about **what we will do**.

Staff with SEND
The school also has duties towards disabled staff. We will:
- Monitor recruitment procedures to ensure that disabled people have equal opportunities.
- Make reasonable adjustments so that staff can fully access the workplace.

Date reviewed January 2025
To be reviewed January 2028

Signed February 2025

Chair of Governors

Principal