

ACCESSIBILITY PLAN – 2017-20

Hampstead Parochial CE Primary School

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. Hampstead Parochial CE Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan was updated in October 2017 to reflect statutory requirements for the setting of Equality Objectives and reviewed by the Governing Body in Autumn 2017.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. Hampstead Parochial CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - 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 duties under the Equalities Act 2010); 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 or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - 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 within a reasonable timeframe;
 - 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 timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan should be read in conjunction with
 - Single Equality Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Inclusion Policy
 - Behaviour Management Policy
 - School Improvement Development Plan

- School Website
- Local offer document

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

- The School Website will make reference to this Accessibility Plan.
- The Accessibility Plan will be monitored by the Governing Body.

10. The school will work in partnership with the Local Authority and the Diocese of London in developing and implementing this Accessibility Plan.

11. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Reviewed by Governing Body	Autumn Term 2017		
Next Revision (Please highlight as appropriate)	Annual	Bi-annual	Tri- annual
To be reviewed	Autumn Term 2020		

Hampstead Parochial CE Primary School Accessibility Plan – 2017 to 2020: Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	EVALUATION
Deliver relevant training for staff in identification and provision for pupils with SEND	Audit staff needs against the revised categories for SEND (Code of Practice 2014) Approach outside agencies to deliver support e.g. Makaton, ASD, Hypermobility	SEND Record of Concern forms used Observations and planning show provision for needs of SEND pupils Progress of pupils with SEND is similar to that of non-SEND	Ongoing	
High level of wave 1 intervention (quality first teaching) using strategies from the 'Inclusion Menu'	Share strengths and pillars of inclusion that need further development. Consistent monitoring of planning and teaching with regard to differentiation by subject leaders and SENDCO	Quality of lessons raised to 'good' or better Raised standards of attainment and achievement at the end of KS1&2 in reading, writing and maths In observations and planning scrutiny, differentiation ensures that learning activities are closely matched to pupil need	Ongoing	
Individual plans shared with parents of pupils with SEND are clear and personalised	Organise annual structured conversations with parents of pupils with SEND Termly conference and 'scaling' of targets on IEPs	When conferenced for 'school's offer' parents feel they have a voice and input to their child's education <i>Positive response to new format for personal plans – July 2017</i>	Ongoing	
Ensure that the new curriculum themes engage all pupils and are taught with passion	Continue to develop hooks and outcomes for learning across the curriculum that meet the new curriculum expectations Maths and Literacy co-ordinators to ensure there are clear journey planners to <i>ensure thorough and consistent teaching across year groups</i>	Raised standards of attainment and achievement at the end of KS1&2 in reading, writing and maths Quality of lessons raised to 'good' or better	Ongoing	
Review TA deployment	SENDCo to support teachers in deploying TAs to support children with SEND. SENDCo to implement monitoring impact of small group work to ensure TA time is used effectively SENDCo to meet with TAs to discuss roles and provide opportunities for training. All TAs to attend medical planning	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities. Children who need individual adult support to participate in some activities have access to this Use of additional adults is planned to accelerate learning Medical planning meetings outline key	Ongoing	

	meeting of children in their class	areas and times of need Off site trips and visits to be carefully planned.		
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Hampstead Parochial CE Primary School Accessibility Plan - 2017 to 2020: Improving the Physical Access

This plan is structured in conjunction with the school's [Asset Management Plan](#), the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the [Capital Build Programme and the Suitability Plan](#).

The school is made up of 4 separate buildings, three dating back to 1800. Physical accessibility was not a consideration during the design which presents challenges.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	EVALUATION
Ensure the playground is safe and accessible for all children with the additional bulge class	Continue to stagger break times so all children have fair access to equipment and space. PE Leader to run training with Teaching Assistants in inclusive games and activities and purchase / monitor equipment	Fewer number of accidents recorded in the playground School Council consulted in purchasing of equipment Range of games and activities set up and supported each break time	2014-17 Ongoing maintenance 2017-2020	<i>Playground resurfaced redesigned. Lunch and play times staggered to allow for all children to have access to outdoor space. The use of adults planned by DHT to ensure all areas are supervised.</i>
Ensure the new quiet area and quiet garden are made accessible for all children in the playground	Recruit parent volunteers to supervise the quiet garden 5 days a week Resource the quiet area with activities such as board games and reading material. Continue to build on the success of the gardening club run by parent volunteer	Range of children accessing the quiet areas on a daily basis Monitor access to quiet area for pupils on the SEND register	2017-20	
Recruit "Sports Ambassadors" to provide peer support in accessing games and equipment	PE Leader to advertise and recruit sports ambassadors Training to happen half termly for ambassadors to support them in their role Resources from Australian Sports Society to be available.	Children leading playground games More positive engagement in the playground in purposeful physical activity.	2017-20	
Ensure accessibility to foundation stage	For pupils with mobility issues, ensure that they have access to the FS using the ramp in the FS playground	No issues with accessing the building for registration. When accessing the outside area, pupils will use the ramp where appropriate	Ongoing	
Ensure ease and safety of travel to & from school and 'green' travel arrangements	Install scooter and bike racks, allowing children to safely store 'vehicles' Reinforce safety through extended school's 'cycle club' Implement cycling proficiency course in KS2 and research 'scooter safety'	Children to safely come to school using bikes and scooters. High success rate in passing cycling proficiency	Ongoing	

Hampstead Parochial CE Primary School Accessibility Plan - 2017 to 2020: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Accessible and well-structured website that provides first point of contact	Update policies in line with schedule and ensure relevant policies are available for parents online	All school information available for all. School information published on school website and updated regularly. Feedback from parents is favourable. SEND School offer is accessible and quality assured by Camden	Ongoing	
Local offer is communicated in simple, parent-friendly booklet that outlines the expectation for Camden schools.	Develop the exemplar from Camden to reflect the school's values Liaise with parents about where best to access the booklet	Parents are clear on the school's offer for SEND	2018	
Ensure that attainment and progress are clearly communicated with the removal of levels	Develop staff understanding and familiarity of age-expected statements through training Explore software that supports assessment against new curriculum Work with LDBS, Camden and other partners to develop assessment practice. Parent forums to help explain	Parents have a good understanding of where their child is in their learning Children, and their parents, know what the next steps are to making progress.	2017 Target met Continue to ensure understanding	<i>Teachers have a good understanding of measuring progress. DHT and HT have worked with staff through training and inset days to ensure good understand of progress tracker. Termly pupil progress meetings with staff, vulnerable groups monitored and tracked.</i>