

Accessibility Policy

Original Policy Date	September 2024		
Prepared by	Headteacher	Review Frequency	Annual
Approved by	LGB		
Version	V1.4	Date of Review	September 2025
Changes	Sections added to update on new medical conditions, additional parking spaces updated and behaviour training updates		
Review Date	September 2027 or earlier if there are changes to the relevant legislation		



Version	Revision Date	Revised By	Section Revised
V1.3	September 2024	S Morgan	Updated plan and language to reflect most up to date changes in SEND legislation



Planning Accessibility within the School Day

All staff are made aware of pupils who have special dietary needs of a medical nature, particularly Midday Supervisors, the Lunchtime Manager and kitchen staff as e.g. Gluten-free or nut allergy. They also know about emergency measures in case of extreme allergic reactions.

Staff know about the medical needs of pupils who are asthmatic, diabetic, or epileptic and know about emergency measures in case of sudden need. Staff know about the additional hygiene measures needed for children who have cystic fibrosis.

Staff who teach pupils who have sensory needs e.g. hearing or visual, or have motor difficulties (i.e. cerebral palsy) know how to take appropriate measures so that the pupils have equal access to the curriculum. These measures include sitting closer to the teacher, allowing more time to complete a task, knowing how to use a radio microphone, how the colour of paper or print can affect the readability of text, planning a PE lesson or a visit which takes into account the needs of a pupil who moves less easily than other pupils.

Staff know about a variety of complex learning needs including Autism, ADHD, Dyslexia, Dyspraxia. Although school staff have no specialist background in these needs, as a team they have a significant body of experience of real life cases, supported by advice and training as described above. Strategies include careful structuring of learning activities; positioning near or away from other pupils; special forms of feedback to the individual pupil showing levels of success; information to and from the home.

As well as those disabilities which are diagnosed by specialists or established through official procedures, staff are sensitive to the varying abilities and aptitudes of all pupils and adapt their teaching to accommodate the range of characteristics – both strengths and difficulties - shown by their classes. These adaptations will include teaching approaches based on practical activity, group interaction, large motor action, music, drama etc. Staff use the spoken word, video and ICT and various styles of wall display which cater for the range of pupils they teach.

Pupils who have behavioural needs will be supported by skilled staff in school who will in turn work with a range of different agencies for advice and also with parents to ensure effective partnerships and communication between home and school.

All pupils are encouraged to participate in a range of activities both in and outside of school and would not be prohibited because of a disability. However after much careful consideration, a pupil may be barred if their behaviour endangered their own or another's safety.

The School Premises

The school is built on one level and is accessible by pupils in wheelchairs. There are disabled toilets for pupils and staff. All areas of the school – inside and out – are accessible to all pupils and staff. Rooms are well lit. Staff are aware that the dining room is noisy however there are adaptations in place and alternate options in place for children and staff that may find this overwhelming.

Fire alarms are auditory. There are no visual alarms. At the time of writing the school has no pupils with severe hearing loss who would be unable to hear the fire alarm. We do however PEPs (personal evacuation plans) in place for specific pupils that require these.

Four car parking spaces are reserved for disabled drivers near the entrance.

The school has a number of areas outside the main classrooms where pupils and SEN pupils can receive attention and support from staff in a quiet and less “busy” environment. The school also has an inclusion suite with a range of resources such as sensory equipment to support pupils who may become dysregulated.

Some pupils have personalised timetables, now and next boards and visual symbols to support their understanding of the school day.

Monitoring Accessibility

The Headteacher is responsible for monitoring accessibility in school. They are advised on this by the SENCO, Site Manager and other staff who have daily contact with pupils with a range needs. The Accessibility Policy is reviewed annually by the Senior Management Team and reported to the Local Governing Body at the annual meeting. It is also available on the school website.

The premises are regularly surveyed in respect of Health and Safety by school governors and by WorkNest (School’s Health and Safety Advisors).

Planning for improving accessibility

Schools are required to plan for:

- Increasing accessibility for disabled pupils to the curriculum
- Improving access to the physical environment of the school
- Improving the delivery of written information to disabled pupils

From DfES Accessible Schools: Summary Guidance 10/6/02

HATCHELL WOOD PRIMARY ACADEMY ACCESSIBILITY PLAN

Focus/objective	Action	People concerned	Timeframe	Cost	Outcomes/Review
General	Ensure curriculum is broad, balanced and adapted to meet the needs of all learners	Teaching staff SENCO, SLT	Regular curriculum reviews, pupil voice, lesson observations,		SENSO, SLT, teachers, support staff
PINS project	Sensory audit Development of assessment systems Assisted technology	All staff	Training throughout the year but whole school training day 11.11.24	Nil	Evaluation for PINS Increased awareness for staff
Behaviour	Staff training – BOSS training, trauma informed training. Collaborative work on Belonging with a range of Doncaster schools. Positive Regard training. Continued development of personalised curriculum and plans	All teachers, Learning Mentors and some TAs	On-going, as the need arises 04.11.25 Trust positive training	1 x Learning Mentors 1 x Forest school leader	SEMH trackers CPOMs audit show decrease in incidents or resolutions that are working
Attainment and progress of SEND pupils	Attainment and progress of SEND pupils will be monitored and action taken to support pupils where necessary	Head, SLT, SENCO, and class teachers	On-going through the year		EHCP Reviews , pupil progress meetings, SEN plans

