



HOE BRIDGE SCHOOL

Accessibility Policy

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Statement

Hoe Bridge School is committed to reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in Hoe Bridge’s community for pupils, and prospective pupils, with a disability. The approach for change and improvement will be guided by the nature of the disabilities of pupils at Hoe Bridge and any preferences expressed by them and their parents.

This accessibility plan aims to improve access for pupils through changes and/ or the provision of additional auxiliary aids in order to:-

- To improve access for any disabled person in school.
- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the physical environment of the school in order to increase the extent to which disabled pupils, parents, staff and visitors can take advantage of the facilities.
- To plan for and improve the delivery of information to disabled pupils, considering alternative formats e.g. large print timetables etc.
- To plan for and improve the assessment of disabled pupils.
- To ensure appropriate staff training and awareness of services available from LEA, NHS etc.

The sequence and pace of improvements are reviewed and updated by the Senior Management Team to ensure the planned actions and allocation of resources reflects the school population and to take account of individual pupil’s disabilities and needs and any preferences expressed by them or their parents.

Hoe Bridge School seeks to implement this policy through adherence to the procedures set out in this document and it is available to all interested parties on request from the school office. This policy applies to all members of our school community, including those within the EYFS setting and is drawn up in

accordance with the planning duty in the Disability Discrimination Act 1995 (DDA), as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002, *Children & Families Act (September 14)* and the *SEN and Disability Code of Practice 0-25 years 2015 (SEND Code 2015)*.

This policy should be read in conjunction with:

- Admissions Policy
- Building and Site Development Plan
- Curriculum Policy
- Educational Visits Policy
- Equal Opportunities Policy
- Every Child Matters
- KCSIE (2018)
- Pastoral Care Policy
- Premises and Accommodation Statement
- PSHE Policy
- Safeguarding Policy
- School Improvement Plan
- SEND Policy
- Staff Development Plan
- Teaching and Learning Policy

This document is reviewed annually by the SENDCo and Senior Management Team or as events or legislation change requires. The next scheduled change is October 2019.

Aims

Compliance with the DDA is consistent with Hoe Bridge’s aims, Equal Opportunities Policy and the SEN policy. Hoe Bridge recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the SEND Code of Practice. Hoe Bridge 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. Hoe Bridge provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils by;

- setting suitable learning challenges
- responding to pupils’ diverse learning needs and their preferred learning styles
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

Definition

Disability is defined by the Disability Discrimination Act 1995 (DDA): “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.”

Procedures

Teaching Strategies - Education & Related Activities

Staff liaise with the SENDCo at the Prep and Pre-Prep to devise an IEP for children identified with a

specific need – see SEND policy. Hoe Bridge will continue to seek and follow the advice of other experts such as LEA services, specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Curriculum

Within reason the curriculum could be adjusted in some areas to meet the needs of a physically disabled child. This may be on a temporary basis as the result of disability through accident or for a permanently disabled pupil. Differentiated and inclusion activities would ensure that a physically disabled child would have access to the curriculum.

Provision for Physically Disabled Staff and Pupils

Hoe Bridge will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

- **Nursery and Pre-Prep**

A physically disabled person with restricted mobility has access to the Pre-prep, subject to appropriate low level ramps being installed. The New Building provides lift access to all first floor classrooms and a disabled toilet is located on the ground floor.

- **Prep**

This is more complex because there are a number of form rooms and subject specialist rooms on the first or second floors of the five separate teaching areas. However the renovated use of the ground floor of the Chapel Block allows all subjects to be taught in ground floor classrooms across the school or by use of a lift to upper floors in the Sports' block. The availability of laptops and a wireless connection make this possible for ICT also.

- **Staff**

Where necessary appropriately sized chairs are provided for staff.

With the installation of low level ramps a disabled person would also have access to the dining room, library and sports hall (where assemblies and other activities often occur.)

There is a disabled toilet on the ground floor of the art block. In the Sports' Hall block there is a disabled toilet and a lift giving access to all Year 3, Year 4 classrooms, top floor teaching rooms and the science labs. There is a disabled changing room and toilet on the ground floor and a disabled toilet on the first floor.

Visually impaired people would have difficulty accessing the different areas of the school safely without assistance.

Evacuation

Staff who have a physically or mentally disabled pupil in their lesson must ensure the safe evacuation of such pupils. They must make all the pupils in the lesson aware of the child's needs and agree a safe procedure for evacuation. Lifts are not to be used during an emergency evacuation.

Chronic illness, dyspraxia and dyslexia

These conditions are addressed in our SEND Policies.

Accessibility Plans

3 Yearly Plan 1

2006/7		2007/8		2008/9	
Provision for extra time in school exams for those in need	✓	Extension to buildings in Prep planned – action install lift to all floors	✓	Parking for disabled – space created	✓
Portable ramps for access to Pre-Prep	✓				

3 Yearly Plan 2

2009/10		2010/11		2011/12	
Accoustics in Prep Hall poor. Sound proofing needed	✓	Ladies toilets in Prep – none on ground floor of old building or with disabled access. Disabled toilet in Sports block	✓	Review location of Matron's office in Prep – move to ground floor	✓
IEPs available on staff shared area on network accessible to all staff	✓	Step to dining – review, replace, ramp		Review accessibility to toilets for children during playtimes in Prep	✓
Improve communications methods with parents ensuring remote contact	✓	Review procedures for emergency evacuation with disabled in mind	✓	Aim – disabled toilet in Pre-Prep	✓
		Audit lighting outside buildings	✓		
		Audit access from outside to Prep Hall	✓		

3 Yearly Plan 3

	2012/13		2013/14		2014/15	
Curriculum	Increase sets from 3 to 4 in English and Maths in Prep Introduce Letters and sounds in PP – set by ability Install wireless link for ICT	✓ ✓ ✓	Investigate use of tablets	✓	Implement use of tablets Implement use of virtual learning	✓ Ongoing
Physical environment	Acquire wheel chair ramps P and PP	✓	Disabled toilet in PP Install lift in PP Provide SEN room in PP Disabled parking slots for P, PP	✓ ✓ ✓ ✓	Linked walkway, covered, between P buildings and P to PP Increase space for Art/DT with improved access	2018 Onwards ✓
Delivery of curriculum	Increase SEN assistants in P and PP	✓	Increase number of SEN Insets Ensure supply of variety of materials eg pencil grips, sloping desks, coloured papers	✓	SEN inset – Andrew Whitehouse Sept 2014 Prep School staff	✓

3 Yearly Plan 4

	2015 – 2016		2016 - 2017		2017 - 2018	
Curriculum			Introduce more structured readers for Year 3 prior to using free readers	✓		
			Introduction of SPOT files for SEN pupils in Prep school	✓		
Management/delivery of curriculum	Re-organisation of SENCO duties in Prep	✓	Further define Senco role across whole school			✓
			Increase number of TAs in Prep to support SEN			✓
			Revise and improve transfer of pupil information from PP to P			✓
			Training for teachers in Prep on use of TA			
			Observations by teachers/TAs of others in similar role	✓		
Physical environment					Prep dining hall to be acoustically suitable for hearing impaired and larger for physical disabilities	✓
			Improved ramp access for PP back and front and Chapel block		SEND Assistant teacher in prep	✓

3 Yearly Plan 5

	2016 - 2017		2017 - 2018		2018 -2019	
Curriculum	Introduce more structured readers for Year 3 prior to using free readers	✓				
	Introduction of SPOT files for SEN pupils in Prep school	✓				
Management/delivery of curriculum	Further define Sendco role across whole school			✓	Recruit new Sendco for Prep	✓
	Increase number of TAs in Prep to support SEN			✓	Recruit new TA for Yr3 Pupil with EHCP	??
	Revise and improve transfer of pupil information from PP to P			✓	Consider Yr 5 Latin set to study Classics to avoid SEND children having to start/drop the subject	
	Training for teachers in Prep on use of TA				Recruit replacement TA for Sept 2018	✓
	Observations by teachers/TAs of others in similar role	✓			Invite SENDCo from Reed's to Yr 8 pupils AR to facilitate smooth school transfer	✓
			Engage with SCC re service agreements for hearing impaired children	✓	Engage with Surrey Deaf Children's Society to fund a block of SaLT for Yr 4 pupil	✓
			SEND Assistant teacher in prep	✓		
Physical environment			Prep dining hall to be acoustically suitable for hearing impaired and		Prep dining hall to be acoustically suitable for hearing impaired and larger for physical disabilities	✓

			larger for physical disabilities		
	Improved ramp access for PP back and front and Chapel block		Ensuring accessibility for deaf child in PP using wifi, loop, and checking quiet environment, closing doors etc to enable hearing		

3 Yearly Plan 5

	2017 - 2018		2018 - 2019		2019 -2020
Curriculum					Review target setting and monitoring of progress against targets for all children with a focus on tracking progress for SEN children
					Introduce a catch up phonics intervention programme for Yr3 / 4 to be taught at least 3 times per week
Management/delivery of curriculum	Engage with SCC re service agreements for hearing impaired children	✓	Recruit new Sendco for Prep	✓	Consider Yr 5 Latin set to study Classics to avoid SEND children having to start/drop the subject
	SEND Assistant teacher in prep	✓	Recruit new TA for Yr3 Pupil with EHCP	??	Recruit TA for Sept 2019 to support interventions in Yr 3 / 4
			Consider Yr 5 Latin set to study Classics to avoid SEND children having to start/drop the		Inset training and development for all staff to deliver a differentiated

			subject		curriculum with use of appropriate resources	
			Recruit replacement TA for Sept 2018	✓	SEN team across Pre-Prep and Prep schools to have a closer working relationship to understand processes, support and interventions	
			Invite SENDCo from Reed's to Yr 8 pupils AR to facilitate smooth school transfer	✓	Define which children receive 1:1 interventions with SEN teachers	
			Engage with Surrey Deaf Children's Society to fund a block of SaLT for Yr 4 pupil	✓	Increase the use of technology through use of iPads to support learning	
Physical environment	Prep dining hall to be acoustically suitable for hearing impaired and larger for physical disabilities		Prep dining hall to be acoustically suitable for hearing impaired and larger for physical disabilities	✓	New dining hall plans to have a consideration for hearing impaired and physically disabled children	
	Ensuring accessibility for deaf child in PP using wifi, loop, and checking quiet environment, closing doors etc to enable hearing					