



# **ACCESSIBILITY POLICY**

**2021-2024**



**Halfpenny Lane Nursery, Junior and Infant  
School**



## **Accessibility policy and Accessibility Plan**

### **Vision Statement and legal requirements**

At Halfpenny Lane School we provide for a range of SEND needs. All schools and local authorities need to carry out accessibility planning for the provision and access of disabled pupils. This is a requirement as required by the Disability Discrimination Act which has been replicated in the Equality Act 2010. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the school to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

The Accessibility Plan and the school's action plan forms part of the Disability Equality Scheme and sets out how the school will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the school has had key duties to follow, including:

- Not treating disabled pupils less favourably for reasons relating to their disability;
- Making reasonable adjustments for disabled pupils so they are not at a substantial disadvantage;
- Planning to increase the access to education for disabled pupils.

This plan sets out to meet the requirements by:

- Increasing the extent to which disabled pupils can access the school curriculum;
- Improving the physical environment of the school to increase the extent to which disabled children can take advantage of education;
- Improving the availability of accessible information to disabled pupils.

### **Our Children**

The children in our school are at the very centre of school life. We want them to feel welcomed, safe, secure and part of our school family. They need to experience excitement, fun, enjoyment and challenge, so we provide a broad and balanced curriculum to meet these needs. Children are expected to work hard and achieve the very best they are able to.



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We want our children to be able to communicate, respect and value all of those around them, regardless of age, background, culture and belief and so we encourage and expect good manners, behaviour and conduct.

We want our children to have good memories of their time at Halfpenny Lane, but also to take away with them achievement, confidence, respect for and tolerance of others and above all, curiosity – the vital ingredient that turns ability and application into real achievement.

### Links to other documents

This document links to other SEN documents published on the school website including: The SEND report; Local Offer; Managing Medicines Policy and the SEND Policy.

### Monitoring procedures

This Accessibility Plan is reviewed termly by the SENCo and the Senior Leadership Team. Further revisions are made every three years following consultation with the wider school community, school council and parent questionnaires.

It is a requirement that the Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Appendix 1 is the action plan which has been created to structure the improvement in the provision for disabled pupils.

### The Plan's focus

As part of the action plan, the physical environment and the external areas of the areas and buildings have also been reviewed. Halfpenny Lane School intends to make continuous upgrades and adaptations to meet the needs of all children and to ensure that every child can access all aspects of the education offered as part of the curriculum.

To improve the delivery of information to disabled pupils, Halfpenny Lane will continue to use the services offered by Wakefield Local Authority to convert written information into alternative formats. Consideration is also taken when sending letters home.

As well as supporting physical access to the building and the curriculum, the school works closely with additional specialist services to support learning difficulties, including:

Communication and Interaction Team (CIAT)  
Visual Impairment Advisory and Support Service (VI)  
Occupational Therapists and Physiotherapists (OT)  
Speech and Language Therapy (SaLT)  
Behaviour and Exclusion Support Team (BEST)  
Educational Psychologist Service (EPS)

### Training

Where appropriate, the school gives training to all staff who work with SEND children. We try to cater for the training needs of our staff to keep up to date with the most



relevant and recent practices. For example, individual teachers and support staff may attend professional development sessions led by external agency professionals, e.g. ASD, visual impairments, dyslexia and attachment. They are also guided and supported by external agencies to implement new strategies and intervention methods.

### **Supporting the emotional and social development of pupils with SEND**

Children at Halfpenny Lane School are supported in a variety of ways. These include:

- Restorative practice
- Emotional and Behavioural difficulty plans
- Small group work
- Circle time sessions

We have 3 Learning Mentors, who work closely with children and teachers throughout school to support the former in making appropriate behaviour choices and supporting pupils' emotional well-being.

### **Supporting partnerships to help develop and implement the plan**

See above in **Monitoring procedures** section.

### **Handling complaints from parents of children with SEND**

Wherever possible, we ask that parents remain in close contact with the school and the class teacher in order to resolve any concerns quickly and effectively. However, in the rare case that we cannot resolve an issue, parents/carers may access the Pontefract Academies Trust Complaints Procedure, available both on the website of the school and that of Pontefract Academies Trust.



**Section 2: Aims and Objectives**

Our aims are to increase access to the curriculum for pupils with a disability, improve and maintain access to the physical environment and improve the delivery of written information to pupils.

**A IMPROVING PHYSICAL ACCESS**

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing		
2	Wheelchair access to main school building	Enable wheelchair users to access KS1 playground independently	Ongoing quotes sought	Medium				
3	Disabled parking	Ensure space is always made available	immediate	Medium				
4	Disabled Toilet	In place in KS2, None in KS1. Consider putting in one as part of future renovations	Ongoing	Low				
5	Changing and Shower facilities	To ensure adequate areas in school to meet personal care needs of pupils	To review as necessary as part of buildings review or					



**B IMPROVING CURRICULUM ACCESS**

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Pupil full access to the curriculum	SLT to monitor quality of differentiation and provision for SEND pupils.	Part ongoing monitoring	High	SLT release costs			
2	Interventions	Inclusion lead/SENCO to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Part ongoing monitoring	High	Resourcing costs of identified areas to develop			
3	Classrooms are organised to promote the participation and independence of all pupils	Inclusion lead/SENCO to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Part ongoing monitoring	High	Possible resource implications where gaps are identified			
4	Staff training in the production, implementation and review of Provision maps and monitoring systems.	Inclusion lead/SENCO for Inclusion to deliver staff training to teaching staff.	Ongoing	High	Not applicable			



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5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	Inclusion lead/SENCO to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Responsive to changing pupil needs	High	CPD for AH and SpTA External specialist costs			
6	Appropriate use of specialized equipment	Laptops to support fine motor skills and develop ‘touch typing’ Chair wedge for posture Sloping writing board OT exercises	Ongoing	High	Cost of hardware/ physical resources			

**C IMPROVING WRITTEN COMMUNICATION**

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing		Not applicable			
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language as and when the need arises.	Ongoing		Not applicable			