

Houghton Conquest Lower School Disability, Equality and Accessibility Plan

If you require this plan in a different format or font please ask

Purpose of the Plan

The purpose of this plan is to show how Houghton Conquest Lower School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has substantial or long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

The SEN and Disability Act 2001 and the Disability Discrimination Act 2005 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2010 the Equality Act outlaws discrimination by schools and LA's against either the current or proposed disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage such as improving the delivery of information which is provided in writing e.g. worksheets, fonts, coloured paper, timetables, textbooks, information about school events.
3. To plan to increase the extent to which disabled pupils can participate in the school curriculum, this includes the wider curriculum of the school such as participation in after school clubs, leisure or cultural activities or school visits.
4. To make improvements to the environment of the school to increase the extent to which disabled pupils, can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education). This of course also includes physical access to the school environment for disabled staff and parents as well as pupils.

The school will work closely with other organisations such as the hearing and visual impairment teams, disability social workers etc. and will act upon advice regarding equipment and room furnishings.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually at Governors meetings.

The School's Context

We are a Lower school for children aged 4 to 9 years old. The school is built on one level and easily accessible for all. Some of the outside doors are accessible by a ramp. There are two disabled toilets on site. The playground and the school fields and woods are accessible for all; a parking space is reserved for disabled visitors within our staff carpark.

Our school aims to:

Houghton Conquest Lower School and Preschool seeks to create a safe, happy and healthy learning environment. We believe that every member of our community is a lifelong learner. We will develop a values-based education in close partnership with all the staff, parents, governors and the wider community.

Together we can foster the hopes and dreams of our learning community. We believe that all learners have a right to be challenged and motivated to enable them to achieve their potential academically, personally, socially and emotionally.

As an inclusive learning community we believe that every child matters and it is our duty to prepare our children for the challenges of the 21st Century. Providing high quality learning experiences is the foundation of our school. We believe in excellence for all and strive to deliver a wide range of experiences which enable the children to grow in confidence and strive to become successful members of our community. We believe that Teaching and Learning is a process of co-operative teamwork and welcome and encourage the involvement of parents and others in the community.

'The Houghton Way'

Being part of the Houghton family means we ALL work together to create an inclusive environment where everyone is happy, enjoys learning and achieves their full potential.

We aim to do this by:

- Providing a school community built on the foundations of our Values, within which the children feel safe, welcome, included, challenged and nurtured and where they can grow personally, academically, socially and spiritually.
- Maintaining a school in which mutual respect and relationships are rooted in treating others as we would wish to be treated ourselves.

- Providing a relevant, creative, exciting and challenging curriculum to support all learners to achieve their full potential and to be prepared for their future.
- Being dedicated to continuous improvement, challenging ourselves, celebrating our successes.
- Promoting spiritual, moral, social and cultural understanding through appropriate curricular opportunities with particular reference to equality and diversity.
- Providing an inclusive education for all, enabling each child to learn and develop the skills and knowledge they need to thrive.
- Ensuring that success and difference is celebrated.
- Encourage and develop links between the schools, home, our local, national and global community.
- Ensure that children become lifelong learners and responsible citizens, with the understanding that effort leads to improvement and ultimately the feeling of success.

The Current Range of Disabilities within Houghton Conquest Lower School

The school has children with a range of disabilities which includes moderate and specific learning and physical difficulties. The school has a range of medical needs such as, visual or hearing impairment, joint hypermobility, allergies, diabetes and asthma inhaler users. All medical procedures are covered in the First Aid and Medical policies.

Most teaching staff and teaching assistants have First Aid at Work or Paediatric First Aid certificates which are kept up to date with regular training. The School Nurse writes medical care plans and is invited to staff meetings to update staff as necessary.

We have a pupil who uses a frame/wheelchair in school and we have welcomed disabled family members to school events etc. The school operates an open door policy and encourages parents to come to us with any difficulties informally. Should a child with a disability join school parents are encouraged to make contact with the school in good time to discuss their needs. An application to Central Beds Council would be made if necessary to access funding for equipment etc.

This plan should be read in conjunction with the equal opportunities policy; the equality opportunity statement; the SEND and inclusion policy and the supporting pupils with medical needs policy.

Reviewed by	Full Governing Body
Date	Summer 2024
Next Review	Annually

Disability Equality and Accessibility Plan 2023-25.

1. Improving Participation in the Curriculum					
Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/SENCo	<ul style="list-style-type: none"> • Termly meetings with parents/carers – termly consultations including pupil. • My outcomes and an annual review meeting with SENCo (EHCP review) Parents and child attend meeting with pupil voice being shared. 	Time allocated	Termly Annually	Parents/carers fully informed about progress & engage with their child's learning.
Training for staff on increasing access to the curriculum for all pupils	SLT/SENCo & School Nurse	<ul style="list-style-type: none"> • EpiPen Training • Intimate care policy and trained staff (pre-school) • Training from Jigsaw, NHS Speech and Language, Educational Psychologist, ASD Advisory Support, LA SEND team. • Access to courses, CPD. • Outreach support from local special school. • Online resources for CPD shared with staff. • Ongoing guidance from specialist, e.g. SEND Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc. 	Training time TA time allocated	Rolling	<p>Increased access to the curriculum.</p> <p>Needs of all learners met.</p> <p>Maintain records of staff training.</p>

<p>Effective use of resources and specialised equipment to increase access to the curriculum for all pupils</p>	<p>SENCo/SLT</p>	<ul style="list-style-type: none"> • Strategic deployment of support staff/intervention teacher • Use of ICT, e.g. clicker and voice activated text, where required. • Purchase and allocate other resources as needed, e.g. sloping boards for writing, wobble cushions, reading rulers, coloured exercise books/overlays, pencil grips, adapted pens, chew/fiddle toys, chairs, resources for pupils with EAL. • Ensure specialist equipment is checked daily and seek advice if needed (e.g. from SEND team). 	<p>Specific 'apps' to support learning on Chromebooks.</p> <p>Other resources as required for individual pupils.</p>	<p>Rolling</p>	<p>Positive impact on pupil progress</p> <p>Barriers to learning are removed.</p>
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<p>Adaptations to the curriculum to meet the needs of individual learners</p>	<p>SENCo</p>	<ul style="list-style-type: none"> • Pastoral support, timetable adaptations • Additional time allocated. • Adaptive teaching- scribing, laptop, ipad to record to support in writing. Using a range of learning styles. • Individual physiotherapy/OT programmes • Speech and language interventions • Specific training in word processing skills through touch type programmes, if required. • Use of access arrangements for assessment/national tests. 	<p>Specific intervention resources to support programmes suggested.</p> <p>Occupational therapy/physiotherapy, as required.</p>	<p>Rolling</p>	<p>Needs of all learners met, enabling positive outcomes.</p>
<p>Improve educational experiences for visually impaired pupils</p>	<p>SENCo</p>	<ul style="list-style-type: none"> • Consult SEND team • Use of magnifiers/Braille keyboard/enlarged reading materials etc. as required, based on identified needs. 	<p>Cost of equipment</p>	<p>Future planning</p>	<p>Teaching aids, white boards etc. more easily seen and learning experiences of pupils enhanced.</p>

<p>Overview of Curriculum</p>	<p>SENDCO</p>	<ul style="list-style-type: none"> • As part of the PSHE curriculum and Values programme children learn about people with special needs. • Invite guest speakers to assemblies to talk about different disabilities, eg Blindness, Guide dogs Deafness, sign language. • Invite the school nurse to talk to pupils in class/assemblies about pupils in our school with a particular need, and how they can help, eg children with allergies. Consider curriculum planning (for example PE) so that all children with SEND have access to adapted, modified or alternative activities that offer an equivalent degree of challenge to the activities in the programmes of study and that enable the pupils to make progress. • Children with SEND are given the specific support they need to take part in certain activities or types of movement, and careful management of their physical regime to allow for their specific medical conditions. • Pupils have the IT equipment needed to support independent working. 	<p>Audit of curriculum Log of available speakers. Monitor PE curriculum to check for accessibility.</p>	<p>Rolling</p>	<p>Pupils are well informed and are empathetic to others needs. Equality of opportunities for all pupils- school offers a broad and balanced curriculum for all. Apply for grant for assistive device that supports voice curriculum for all pupils. Pupil gains further independence in written activities using technology.</p>
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Improve educational experiences for hearing impaired pupils	SENCo	<ul style="list-style-type: none"> • Daily check-ins to check hearing aid functioning. • Consider hearing loop/sound field systems if recommended. • Consult Hearing Impairment Team 	Installation of equipment	Rolling	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/SENCo and staff leading clubs	<ul style="list-style-type: none"> • Risk assessments will be undertaken, where appropriate • Providers will comply with all legal requirements. • Allocated coach with wheelchair access. 	Register of children attending. Any specialist equipment needed to allow a child to access a club	Rolling	Increased access to the extra-curricular activities for all pupils with SEND

2. Improving Physical Environment

Priority	Lead	Strategy/Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets- to keep maintained.	SBM	<ul style="list-style-type: none"> • School to install fully accessible children's disabled toilet, compliant with regulations. • Hand rails to be placed all around toilet area to build independence. • Space to be provided so child frame/chair can be moveable around the space. • Maintain wheelchair accessible toilets with clinical waste bins. 	Installation costs Maintenance costs	Completed but monitoring is continued.	School will be fully accessible for wheelchair users

Access into and around school and reception to be fully compliant	SBM/HT	<ul style="list-style-type: none"> • Designated disabled parking. • Rails to be placed in areas that child needs to hold/grab to support movement. • Ramps to be installed in areas where child needs mobility. • OT to recommend areas where the ground needs to be levelled or highlighted as a risk. • Furniture placed in a way that enables child to safely move around school. • Clear route through school. 	<p>Installation costs of equipment</p> <p>Maintenance costs</p>	Keep maintained.	School will be fully accessible for wheelchair users
Improvements to help the visually impaired	SBM/HT	<ul style="list-style-type: none"> • Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint. • Trip hazards identified and addressed, with support from the Sensory Team, where applicable. 	Cost of materials and labour	Future plan	<p>Hazards highlighted to increase safety for visually impaired people.</p> <p>All areas monitored and maintained.</p>
Improvements to help the hearing impaired	SBM/HT	<ul style="list-style-type: none"> • Install hearing loop/sound field when necessary. • Alarm linked to fire alarms 	Cost of equipment and installation	Future plan	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes around school	SBM/HT	<ul style="list-style-type: none"> • Signs indicate disabled parking bay and wheelchair friendly routes around school. • Waiting bays to be implemented across the school to support children giving way to those who need wheelchair access. This is being promoted as a whole school approach. • Mirrors to be installed so pupils can see around corners to avoid collisions. 	Costs of signs	Rolling	Disabled people aware of wheelchair access

Maintain safe access around exterior of school	SBM/HT	<ul style="list-style-type: none"> • Ensure that pathways are kept clear of vegetation 	Costs included in ground's maintenance contract	Daily/rolling	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	SBM/HT	<ul style="list-style-type: none"> • Awareness of flooring, furniture, and layout in planning for disabled pupils. 	Cost of any adjustments that need to be made	Daily/rolling	People with disabilities can move safely around the school

3. Improve the Delivery of Written Information

Priority	Lead	Strategy/Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	Office, SLT & SENCo	<ul style="list-style-type: none"> • Letters emailed to parents/carers. • Improve availability of information for parents – display appropriate leaflets for parents to collect. • Key content published on school website. • Provided translated documents, where appropriate. 	Contact details and cost of translation/adaptation.	Weekly, bi-weekly, termly.	All parents/carers will be up to date and well informed of school information.
Ensure documents are accessible for pupils with visual impairment	Class teachers & SENCo.	<ul style="list-style-type: none"> • Seek and act on advice from SEND team or on individual pupil requirements. • Use of magnifier, where appropriate. • Ensure large, clear font used in documentation. 	Loan/purchase costs of magnifier or other specialist equipment.	Future plan	Pupils able to access all school documentation.