



'Flying High'
Working Together to Build a Successful
Future for All

Accessibility Policy

Updated February 2018



Hornbill School – Flying High

Hornbill School’s Mission

Our values led, multicultural school promotes a happy, safe & caring environment that is committed to helping all children experience success, whatever their background or abilities. Our children build their learning power as part of a learning community in which they all become resilient & self-assured whilst achieving the highest standards on all they set out to do. The health, safety and wellbeing of every child is our paramount concern.

Building Learning Power

Hornbillers are caring, courteous citizens of Hornbill School who are powerful learners because of their: **curiosity**, **creativity** and **courage** and their **reflective**, **resilient** and **energetic** ability to **communicate** and **explore**.

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect (for more information please see the SEN Policy, Equality Opportunity Policy and Race & Equality Policy). This involves providing access and opportunities for all pupils without discrimination of any kind.

At Hornbill School we aim to:

- Take active measures to investigate, report and act on incidents of racial abuse.
- Treat all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- Support our school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encourage everyone within our school community to gain a positive self-image and high self-esteem.
- Continue to have high expectations of everyone involved with the whole school.
- Identify and remove all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.

- Promote mutual respect and value each other's similarities and differences and facing equality issues openly.
- Monitor, evaluate and review all of the above to secure continuous improvement in all that we do.
- Work with MOD Schools and HQ Brunei Garrison in reducing the number of racially motivated incidents.
- To enable every pupil to experience success.
- To promote individual confidence and a positive attitude.
- To ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.

The plan will be made available online on our school website, and paper copies are available from the School Office upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The MOD Schools complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the School Governance Committee.

2. Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Explain your school's approach here. Examples:</i></p> <p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>					
Improve and maintain access to the physical environment	<p><i>Explain your school's approach here. Example:</i></p> <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 					
Improve the delivery of	<p><i>Explain your school's approach here. Example:</i></p>					

information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <i>• Internal signage</i> <i>• Large print resources</i> <i>• Braille</i> <i>• Induction loops</i> <i>• Pictorial or symbolic representations</i> 					
Improve the delivery of information to pupils with dyslexia						
Improve the delivery of information to bilingual pupils						
Improving physical access	<p><i>Insure there is ample parking for disabled parking</i></p> <p><i>Showers</i></p> <p><i>Toilets</i></p>					
Improve the delivery of written information						

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
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Billesley offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	Training for specific staff including medical	Audit of CPD needed.	Class Teacher SENCo	Dec 2016	List of areas staff feel they would like training for.
		Use of ICT equipment	Teachers to be given opportunities to watch Outstanding practitioner use ICT in lessons.			Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.
	Currently trialling a Gross Motor Intervention being run by the Sports coach. (started May 2016)	To offer gross motor interventions for specific children to help them to access the PE curriculum.	Training course for sports coach to attend (Oct 2016) in order to create and establish a gross motor group.	SENCo Sport Coach	June 2017	Established a Gross Motor group with assessment which identifies and show progression.
	Resource base on site at Billesley	To integrate resource base children into mainstream activities more.	Run appropriate clubs for children to attend including lunchtime clubs e.g. Lego club	SENCo TA	Jan 2017	50% of resource base children attending a club regularly either at lunchtime or afterschool
Improve and maintain access to the physical environment	Specific children have specific equipment and setting arrangements which have been implemented throughout the	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	Class teacher SENCo	Sept 2016	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.

	year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	needs				
	Currently within EYFS there are steps with yellow warning stripes on. Ramp positioned into Nursery entrance.	To improve the access into the EYFS for all.	School plans to improve access to designated EYFS over successive financial years.	SLT Governors	On going - 2019	Improved access to EYFS for people in wheelchairs.
	Steps currently have yellow lines in playground to guide children	To improve the visibility of yellow lines	Repaint all yellow lines on playground to help with visibility	SLT	On-going 2019	Yellow lines visible
Improve the delivery of written information to pupils	Staff are aware of Widgit symbols and have received training on using Communication in Print.	Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Use Widgit symbols to label trays. Use visual timetables and calendars.	SENCo Class Teacher LSA	Sept 2016	Classroom environment to have resources in place.
	Currently only WC have signs.	To improve signage around school including visual clues to aid visually impaired and EAL.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms	SLT SENCo	Sept 2017	Signs to be used around school to identify the use of individual rooms.

	Staff are welcoming and happy to invite parents and visitors into school	Improve communication at the front door	<p>Create pamphlets which are available at the front desk to direct parents and visitors to local support networks e'g' child trust</p> <p>Have a TV welcoming parents and visitors with LIVE twitter feed and interesting events displayed. Include BBC news feed.</p> <p>Have school prospectus available in different languages.</p>	SENCo Lead Practitioners	Sept 2018	<p>Pamphlets on display</p> <p>TV up and working</p> <p>Prospectus translated.</p>
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Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School has areas leading to KS1 and KS2 with steps.	Lift already in place. Annual maintenance checks to occur.	Site manager	Annual
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Sept 2016

Signage	No signage in school.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual impairment and wheelchair users.	SENCo	Sept 2017
Fire alarms	Currently auditory alarm in place	Visual fire alarms to be installed in new areas of the school and when old areas are being developed.	Site manager SLT	On going to 2019
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door. Older doors are solid with high windows making this impossible.	When doors are replaced they will be accessible for all.	Site manager SLT	On going to 2019
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	On going to 2019

4. Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Chair of the SGC and The Headteacher.

5. Links to other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- SEN Policy
- Equality Opportunity Policy
- Race & Equality Policy.