

Hackbridge Primary School & Spencer Nursery School

Accessibility Plan

2022 – 2025



At our schools, we are committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Over time, we have worked to increase the accessibility of provision for all pupils, staff and visitors to the schools. The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Continue to improve access to the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Continue to increase the access to the curriculum, incorporating after-school and out of school activities and including educational visits;
- Continue to improve the delivery of written information to pupils, staff, parents and visitors with disabilities, which is readily accessible to pupils who are not disabled.

Definitions of disability

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.

‘Long-term’ is defined in the Disability Discrimination Act as 12 months or more. A fuller set of definitions can be found in Appendix A.

‘Is Tom Disabled?’- an assessment tool produced by the DfE, can be found in Appendix B.

The school’s special educational needs and/or disabilities register is maintained by the Special Educational Needs Co-ordinator. The school also maintains a register of children requiring an individual healthcare plan as a result of a long-term medical need for which they require day to day care or medication.

A census showing categories and numbers of pupils with special educational needs and/or disabilities in our school is submitted termly to the Governors’ Inclusion Advisory Group by the Special Educational Needs Co-ordinator.

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making ‘reasonable adjustments’ to

(a) The building and grounds:

- ✓ Structured and supportive areas both inside and outside.

- ✓ Ensuring all adjustments to current buildings are DDA compliant.
- ✓ Denoting hazards for the visually impaired.
- ✓ Ensuring flexibility of seating arrangements to suit need.

(b) Learning and teaching:

- ✓ Academic progress is rigorously monitored and personal progress reviewed for individuals.
- ✓ Individual targets for EYFS outcomes (Nursery and Reception) Reading, Writing and Maths (Years 1 – 6) ensure aptness of teaching and learning strategies.
- ✓ Targets are monitored termly.
- ✓ We review and monitor to ensure disabled pupils make progress in line with their abilities.
- ✓ Provision mapping is in place and is reviewed at least termly by teachers.
- ✓ Additional support (small group or 1:1) will be provided where possible for an identified need that is assessed as requiring this, as identified within the school's provision planning.
- ✓ Targets, and progress towards them, are reported to parents at Progress Meetings in the Autumn and Spring term and through an Annual Report in the Summer term.
Note: If a child is on the school's SEND register, then the class teacher will have four additional meetings with parents in a school year to share and review their SEND Support Plan and provisions (early autumn to set up the new plan for this term; end of autumn review; end of spring review and end of summer review).
- ✓ Teachers carry out regular formative assessment and record this on our assessment tracking system, in addition to submitting summative judgements at agreed points, and meeting with senior leaders to track and analyse the achievement of all our pupils, with a focus on any that are off track against age related expectations.
- ✓ Policies are reviewed regularly, including updates to the Safeguarding policy, SEND & Inclusion policy, Behaviour & Anti-bullying policy, PSHE & Citizenship policy and SMSC policy.
- ✓ We have achieved and continue to work towards maintaining 'Healthy School' status.
- ✓ The school website contains a specific page of information about Special Educational Needs (SEN) and/or Disabilities, including a link to the local authority 'Local Offer' website that contains information and links about disability.

(c) Communication methods

- ✓ Use of interactive whiteboards in classrooms.
- ✓ Nursery, Reception and Year 1 have access to iPads for use in the classrooms.
- ✓ Years 2 to 6 have access to a Chromebook per pupil.
- ✓ Use of other ICT resources by pupils (e.g. Talking Pens, Recording buttons, Recording mini-whiteboards).
- ✓ Whole class visual timetables, with additional and specific visual timetables for some pupils for whom this is deemed appropriate.
- ✓ Newsletters and letters to parents (shared by email and also available on the school website).
- ✓ Calendar and news pages on the school website.
- ✓ Use of pupil Google Classroom accounts to share home learning and other learning information with parents which is class or year group specific.
- ✓ RSS feed on school website for our school Twitter accounts.
- ✓ School Twitter account - @HackbridgeRocks; @spencernursery
- ✓ School Instagram account - @HackbridgeRocks; @spencer_nursery
- ✓ Informal discussions with parents.
- ✓ Telephone messages and conversations with parents.

- ✓ Face to face meetings, where required, with Key Person (Nursery classes), class teachers, year group leaders, members of the senior leadership team and/or the Special Educational Needs Co-ordinator or Assistant Manager for SEND & Inclusion.
- ✓ Most information is available electronically and can be converted to other appropriate formats.

Attached are three Action Plans, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.

It is acknowledged that there will be need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- The school's aim, ethos and values
- Equal Opportunities Policy
- Racial Equality Policy
- Special Educational Needs (SEN) and/or Disabilities & Inclusion Policy
- Behaviour & Anti-bullying Policy
- Health & Safety Policy
- School Development Plan
- School Admissions Guidance Booklet (on joining the school)
- Teaching and Learning programmes (curriculum information)
- Educational Visits Policy

All identified works in the previous audit of the school, including accessibility ramps, were undertaken in the life of the first plan. New building works or any modifications to the existing building are now planned in compliance with DDA regulations.

The terms of reference for all governor committees will contain an item on "having regard to matters relating to access".

The school will work in partnership with the local authority in developing and implementing this plan.

Monitoring:

The Plan will be monitored through the Location Committee of the Governing Body.

Last reviewed: October 2022

Next review: October 2025

1. Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Success Criteria
Short term	1.1 School is aware of the access needs of disabled children on roll.	Specific 'reasonable adjustments' for individual disabled children are identified on provision mapping and/or Individual Health Care Plans with Medical Alert posters.	Ongoing – reviewed termly or as a new pupil joins the school or on disclosure of a disability.	Class Teacher/Room Leader & SENCo/Assistant Manager for SEND & Inclusion	Provision Mapping, Health Care Plans and Medical Alert posters in place for all disabled pupils. Staff aware of access needs for pupils with a disability.
	1.2 School is aware of the access needs of disabled staff on roll.	Occupational Health and/or Access to Work assessment advice is sought for individual disabled staff.	Ongoing – reviewed annually or on disclosure of a disability.	Headteacher, School Business Manager, HR & Governance Officer & DHT/SENCo	Occupational Health and/or Access to Work assessment advice in place for all staff where a disability has been disclosed. SLT aware of staff access needs.
	1.3 All building work is compliant with DDA regulations, in line with London Borough of Sutton guidance.	Ensure contractors confirm compliance with DDA regulations within specifications.	Ongoing – whenever new building work undertaken.	Headteacher, School Business Manager, BRM Associates and/or local authority & Location Committee	Ongoing improvements in access to all areas when undertaking routine and maintenance works.
	1.4 Improve external access for visually impaired people.	a) Replace external light bulbs immediately when 'blown'. b) Paint white stripes on edge of all external steps.	Ongoing	Site Manager Site Manager	Visually impaired people feel safe in the grounds.
	1.5 Ensure that all disabled pupils can be safely evacuated from the building.	Put in place Personal Emergency Evacuation Plans for any disabled child that requires this.	Ongoing – reviewed termly.	SENCo	All disabled children and staff working with them are safe and confident about evacuating the

	Targets	Actions	Timescale	Responsibility	Success Criteria
		Develop a system to ensure all staff are aware of their responsibilities.		Headteacher & SENCo	building in an emergency.
Long term	1.6 Ensure shower facility within accessible toilet is operational.	Hackbridge Corner (HC) – shower system connected and monitored under Legionella regulations. System used as/when required, but flushed through on a weekly basis.	Flushed through on a weekly basis.	Site Manager (HC)	Shower facility within accessible toilet is able to be used for hygiene purposes by disabled person.
		London Road (LR) – shower system connected and monitored under Legionella regulations. System used as/when required, but flushed through on a weekly basis.	Flushed through on a weekly basis.	Site Manager (LR)	
		Spencer Nursery School (SNS) – Fireflies and Ladybirds have shower systems which are currently monitored under Legionella regulations. Both systems are used as/when required, but are both flushed through on a weekly basis.	Flushed through on a weekly basis.	Site Supervisor (SNS)	

2. Improving access to the curriculum

	Targets	Actions	Timescale	Responsibility	Success Criteria
Short term	2.1 Increase confidence of staff in adapting/differentiating the curriculum.	<p>a) i) Hackbridge Primary School staff to seek advice from Subject Leaders/0-3 years Manager/3-4 years Fireflies teacher regarding access or adaptation in specific subjects.</p> <p>ii) Spencer Nursery School staff to seek advice from 0-3 years Manager or 3-4 years Nursery teacher regarding access or adaptation in specific areas of the EYFS curriculum.</p> <p>b) Assign staff PDMs and/or INSET to address training needs identified e.g. SEND, adaptation/differentiation.</p>	Annually, to take account of staff changes and changes to cohorts.	<p>Subject Leaders, SENCo, Assistant Headteachers, Deputy Headteacher, Headteacher</p> <p>0-3 years Manager, 3-4 years Nursery teacher, SENCo/Deputy Headteacher, Headteacher</p> <p>Assistant Headteachers, Deputy Headteacher, Headteacher</p>	Raised confidence of staff in knowledge and application of strategies for adaptation/differentiation and increased pupil participation.
	2.2 Ensure educational support staff have access to specific training on disability issues.	<p>a) Undertake an audit of educational support staff training needs to inform Continuing Professional Development.</p> <p>b) Plan educational support staff training sessions to meet training needs identified in relation to the cohort of the school at any time.</p>	Annually, to take account of staff changes and changes to cohorts or as/when a new pupil with a new need joins the school.	SENCo, Assistant Headteachers, Deputy Headteacher, Headteacher	Raised confidence of educational support staff in knowledge and application of strategies for differentiation and increased pupil participation.
	2.3 Ensure all staff are aware of access and	Medical Alerts to be displayed in Staffroom, School Office,	Ongoing – updated annually or on	SENCo/Assistant Manager for SEND &	All staff are aware of access and ‘what

	Targets	Actions	Timescale	Responsibility	Success Criteria
	'what constitutes an emergency for this child' for identified pupils across the school.	First Aid Room (Hackbridge Primary School only) and individual pupils' classrooms.	disclosure of a disability.	Inclusion/Office Manager (HPS)/School Business Manager (SNS)	constitutes an emergency for this child' for identified pupils across the school.
	2.4 Ensure relevant educational support staff are given access to the provision mapping of the disabled children that they support.	a) STAs (at Hackbridge Primary School) have access to Edukey Provision Map. b) Class teachers and/or the 0-3 years Manager to share relevant targets and provisions/intervention information with LSAs, TAs, EYPs who do not have direct access to Edukey.	Ongoing	SENCo/Assistant Manager for SEND & Inclusion Class Teachers/0-3 years Manager	All relevant staff aware of individual pupils' needs.
	2.5 Ensure all educational visits are accessible to all.	a) Teacher/Staff member in Charge (as detailed on EVF1 form) to ensure that risk assessment has been completed taking account of all pupils with a disability. b) New venues for educational visits to be assessed in advance of booking by the teacher planning the visit to ensure that it is suitable for the needs of all pupils due to attend.	Ongoing Ongoing	Teacher/Staff member in Charge of organising visit Educational Visits Co-ordination (currently the Headteacher) Teacher/Staff member in Charge of organising visit Educational Visits Co-ordination (currently the Headteacher)	All children in school are able to access all educational visits and take part in a range of activities.

	Targets	Actions	Timescale	Responsibility	Success Criteria
Medium term	2.6 Review PE curriculum to make PE accessible to all (Hackbridge Primary School only).	a) Gather information in accessible PE and Disability Sports. c) Review PE curriculum to include disability sports. b) Invite disabled sports people in for particular sessions.	Ongoing Ongoing Ongoing	PE Team	All children able to access PE and disabled children more able to excel in sports.
	2.7 Review all curriculum areas to include disability issues.	a) Lead for Curriculum to include specific reference to disability equality in all curriculum policy reviews. b) Continue to review PSHE and Citizenship curriculum to address disability equality issues.	Annually Annually	Lead for Curriculum & reviewed by Headteacher PSHE Team	Disability issues are addressed through all curriculum areas.
	2.8 Ensure disabled children participate equally in after school and lunch time activities (Hackbridge Primary School only).	a) Survey participation in clubs at lunchtime and after school by disabled children. b) Find ways to ensure that pupils with a known disability are able to access extracurricular activities and ways in which they can be invited to attend if they are not currently putting themselves forward for these activities.	Termly	PE Team and any staff member running any form of extracurricular activity.	Disabled children confident and able to participate equally in out of school activities.

	Targets	Actions	Timescale	Responsibility	Success Criteria
	2.9 Increase access to ICT for pupils with disabilities.	a) Maintain the two schools' ICT hardware: i) iPads in Nursery to Year 2 ii) Chromebooks in Years 2 to 6 (we currently have the equivalent of one Chromebook per pupil in Years 2 to 6). b) Continue to research appropriate computer technology for pupils with disabilities and invest in this where viable. c) Identify priority areas for development and funding. c) Purchase additional computer technology.	Annual audit	Hackbridge Primary School – Lead for Curriculum Spencer Nursery School – School Business Manager, 0-3 years Manager and 3-4 years Nursery Teacher	Disabled pupils are able to access the curriculum through the use of ICT.
Long term	2.11 Develop links with local specialist base/schools to improve understanding of curriculum delivery for specific disabilities.	a) SENCo to continue to work with SENCo Cluster and develop links with other schools to further opportunities for staff development. b) Organise opportunities for staff to observe curriculum delivery at a local specialist base/school.	Ongoing	SENCo	Staff have the opportunity to visit other schools to further develop their understanding and practice in a particular area, e.g. ASD.

3. Improving access to information

	Targets	Actions	Timescale	Responsibility	Success Criteria
Short term	3.1 Review information that is sent to parents/carers to ensure that it is accessible.	a) Ask parents/carers about their access needs when their child is admitted to school.	On admission	Headteacher & Office Manager	All parents getting information in a format that they can access e.g. large print, electronic, supported access for hearing impaired.
		b) Review all letters home to check reading age/use of Plain English, appropriate font size.	Ongoing	Originators of letters home	
		c) Produce newsletter in alternative formats e.g. large print, electronic means.	Ongoing	Headteacher & Office Manager	
		d) Use the speech to text and note typing functionality on an iPad in meetings with parents/carers who have a hearing impairment (as an access arrangement where they are unable to bring a friend or relative who can interpret for them).	Ongoing	All teachers/EYPs/SLT/Office staff	
		e) Ensure that written information is available to parents/carers who have a hearing impairment for events such as parent workshops, learning showcases, information evenings about PGL, SATs, transfer to high school etc.	Ongoing	All teachers/EYPs/the staff member leading the event	

<p style="text-align: center;">Long term</p>	<p>3.6 Children become more aware of their own learning styles and access needs.</p>	<p>a) Include discussion about 'access to information' in Circle Time. b) Encourage pupils to express their access needs and explore learning styles.</p>	<p>Ongoing Ongoing</p>	<p>All teachers/practitioners</p>	<p>Children able to articulate their access needs and understand their own learning styles.</p>
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Appendix A

Definitions of Disability

A person is considered disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

What 'substantial' and 'long-term' mean

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

There are special rules about [recurring or fluctuating conditions](#), e.g. arthritis.

Progressive conditions

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

What isn't counted as a disability

There's [guidance on conditions that aren't covered by the disability definition](#), eg addiction to non-prescribed drugs or alcohol.

(Source: <https://www.gov.uk/definition-of-disability-under-equality-act-2010>)

The definition is broad and includes a wide range of impairments, including learning disabilities, neurodivergence, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long term. The effect of the impairment has to be considered, as it would be without any medication or other treatment.

For the purposes of the Equalities Act 2010, where a child under six years of age has an impairment which does not have a substantial and long-term adverse effect on the ability of that child to carry out normal day-to-day activities, the impairment is to be taken to have a substantial and long-term adverse effect on the ability of that child to carry out normal day-to-day activities where it would normally have that effect on the ability of a person aged 6 years or over to carry out normal day-to-day activities.

The definition can include a wide range of impairments such as

- Learning difficulties
- Autism
- ADHD
- Speech and language impairments

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with progressive conditions such as cancer, multiple sclerosis, someone certified as blind, severely sight impaired sight impaired or partially sighted, HIV infection or a severe disfigurement.

Not all persons with special educational needs are considered to be disabled and not all persons with a disability may have special educational needs.

For example, those with disabilities including sensory impairments, such as those affecting sight or hearing, and long-term conditions such as asthma, epilepsy, diabetes and cancer don't necessarily have SEN. Persons with these disabilities are likely to still have rights under the Disability Discrimination Act, even if the person does not consider themselves disabled.

It is important to be aware that there are significant overlaps between disabled children and young people and those with SEN. If a disabled child or young person needs special educational provision they're also covered by the SEN definition.

For planning purposes and for the avoidance of discrimination, it may be helpful to think of more pupils with SEN being included in the definition of disability rather than fewer; it is likely that many of the pupils who have SEN who are supported at SEN Support in schools, or those with an Education, Health and Care Plan issued by the local authority, will count as disabled.

There are instances where a pupil with SEN is not defined as disabled under the Act, e.g. some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances which falls outside the definition.

Details of disability are collected in the following ways:

- Pupils – from Admissions forms on entry to either school, from disclosures made by parents which are supported by reports from medical professionals or other qualified diagnosing professionals.
- Parents/carers – from disclosure to the school.
- Staff – disclosure to the HR & Governance Officer during the application process, disclosure to the Headteacher or Deputy Headteacher/SENCo in confidence.

Disability information for pupils will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb.	
Sensory impairment	Sight and/or hearing impairment.	Must be supported by a diagnosis report/letter from a qualified medical consultant. Sight problems corrected with glasses or contact lenses do not qualify.
Learning Difficulty, including Specific Learning Difficulty	General and specific learning difficulties, including dyslexia, dyscalculia and dyspraxia where diagnosis has been made by a recognised and qualified professional.	Must be supported by a diagnosis report/letter from a qualified practitioner.
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment.	Must be supported by a diagnosis report/letter from a qualified medical consultant or GP.
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD, Obsessive Compulsive Disorder and separation anxieties.	Must be supported by a diagnosis report/letter from a qualified medical professional, e.g. Community Paediatrician or CAMHS.
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs (with an indication of their severity determined by the diagnosing therapist).	Identification by Speech & Language Therapy Department of NHS Primary Care Trust.

Appendix B

Is Tom disabled? (DfE)

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?

Mobility: getting to/from school, moving about the school and/or going on school visits?

Manual dexterity: holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball?

Physical co-ordination: washing or dressing, taking part in games and PE?

Ability to lift, carry or otherwise move every day objects: carrying a full school bag or other fairly heavy items?

Continence: going to the toilet or controlling the need to go to the toilet?

Speech: communicating with others or understanding what others are saying; how they express themselves orally or in writing?

Hearing: hearing what people say in person or on a video, DVD, radio or tape recording?

Eyesight: ability to see clearly (with spectacles/contact lenses where necessary), including any visual presentations in the classroom?

Memory or ability to concentrate, learn or understand: work in school including reading, writing, number work or understanding information?

Perception of the risk of physical danger: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads?

2. Is Tom's difficulty caused by an underlying impairment or condition?

3. Has Tom's impairment or condition lasted, or is it likely to last, more than 12 months?

4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered yes to questions 1 to 4, then Tom is probably disabled under the Disability Discrimination Act. If Tom receives medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.