



Accessibility Plan 2022-2023

At Halwin School we are committed to giving all of our children the opportunity to achieve their very best. Therefore, we provide an environment which takes into account the needs of all individuals regardless of their educational, physical and emotional needs.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition 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.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against pupils with a disability in their admissions and exclusions, and provision of education and associated services
 - Not to treat pupils with a disability less favourably
 - To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access to the school curriculum

- Provision maps are written for each child with an Education Health and Care Plan, which identify areas of need and establish interventions to support the pupils. These plans are written with contributions from the parents and children and reviewed annually.
- Individual Education Plans are written for each pupil on the Special Educational Needs (SEN) register. This enables all staff to enable these pupils to participate fully in the life of the school.
- A whole school provision map indicates the provision provided for all children with SEN. This is updated, following tracking, pupil conferencing and lesson observations, on a termly basis.
- Staff liaise closely with outside services and agencies, incorporating suggested strategies into school life.
- Tasks are differentiated and individual targets are established for pupils who are unable to access the age related curriculum.
- A range of teaching methods and styles are adopted by staff to facilitate access to all pupils.
- 1:1 time Learning Mentor session to support vulnerable pupils as and when they need it.

- Members of staff receive up to date training on SEN information.
- All teaching and non-teaching staff have received up to date First Aid training.
- A variety of clubs are available to all pupils.
- All pupils are facilitated in carrying out tasks of responsibility throughout the school.
- Detailed risk assessments are completed for pupils to ensure that they are able to accompany their class on school trips.

Improving access to the physical environment of the school

- The school building is accessible for all pupils with physical difficulties. (It is on one level)
- Pupils are provided with resources according to their specific needs. For example: ear defenders for those pupils who have difficulties with loud noises; wobble cushions for those with proprioceptive needs... etc.
- Resources, wherever possible, are accessible within the classroom and part of the normal classroom make up.
- The outside areas are accessible to wheelchair users.
- All rooms in the building are accessible to wheelchair users.
- There are wider parking bays for disabled users.
- A disabled toilet is available
- Displays in the school celebrate the pupils' achievements.
- We endeavour to keep communal areas clutter free to facilitate easy movement.

Improving the delivery of written information

- Resources are clearly and simply labelled throughout the school where appropriate.
- Newsletters to parents have a clear layout, providing easy access to information.
- The school website is clear and easy to navigate.
- According to their needs, pupils may use filters, coloured paper, large print enabling them to access information more easily.
- When using a smart board, teachers endeavour to select a Dyslexia Friendly off white background.
- Some pupils have home/ school books which allow easy communication between teacher and parent.
- All written information including newsletters and policy documents are available in larger easier to read fonts on request from the school office.

Financial Planning and control

The Head teacher, Senior Leadership Team and the Finance Committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Outcome

The accessibility plan is co-produced taking into account the views of those with SEND and their families.	Greater pupils and parental consultation is required when revising the Accessibility Plan.	VT/RL	Long-term	July 2023	
Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Outcome
Signs to be accessible to those with communication and learning difficulties.	Make pictorial signs for each room in the school where needed. Make sure that signs are lower on the doors so that those in wheelchairs can access them. Make sure that all resources are labelled clearly, using picture cues and plain font (where appropriate).	VT	Long term	July 2023	
Classrooms adequately lit	Review of classroom lighting with a view to moving to LED across the school	RL	Long Term	Aug 2023	Kingfishers. Robins, Hall, IT Suite completed
Each cloakroom space is free from obstruction to wheelchair users and from hazards to people with impaired vision.	Termly health and safety walks to focus on hazards.	H&S Gov	ongoing	July 2023	
Panic alarm in disabled toilet	Currently there is no panic alarm fitted in the disabled toilet. This will be added in the future when necessary.	RL	Long-term	When necessary	

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Outcome
Signpost families without the internet to the One Stop Shop or the local library to access information. Laptops given out to in need families where appropriate	Put this signposting information into our welcome pack when pupils start school. Annual action Signposting added to Entrance Hall for Families to access. Two laptops are available for families who have no computer.	RL/VT	Ongoing depending on need	July 2023	

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Outcome
The attainment gap between pupils with SEND and those without SEND is reducing over time.	Data is reviewed by head and SENCo and inconsistencies discussed with class teachers. Plans are then drawn up with staff to reduce gap.	VT/RL	Long-term	July 2023	

Children with additional needs are able to access all areas of the curriculum in a manner that is suitable for them	Staff plan appropriate lessons and activities, including online learning and 1:1 support/education plans where appropriate. Resources are provided to those children that require them e.g. chrome books, ear defenders, writing slopes, sensory toys etc	VT/RL	Where necessary Long Term		
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Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Outcome
Promote the “SEND Information, Advice and Support Service,” (SENDIASS) and Independent Supporters. www.cornwallsendiass.org	Put links to the agencies on our website. Put links to support services into our welcome packs for new parents. Annual action	RL/VT	Ongoing	July 2023	Links to appropriate agencies are on website. Did not go out in New Starters packs last year.
Give children and their families information about the Family Information Service (FIS).	Add the links to (FIS) to our website. Put the information into the welcome packs for the new parents. Annual action	RL/VT	ongoing	July 2023	Links to appropriate agencies are on website. Did not go out in New Starters packs last year.
Children and Families have access to appropriate support and guidance from a	Where appropriate staff will make referrals for children and their families to access support and guidance that is required e.g.	VT/EB/DB/LV/ST	Long term where necessary	ongoing	

variety of agencies and professionals	School Nurse, Family Support, SaLT, mental health charities, CAMHS etc				
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