



# Horniman Primary School

## Accessibility Plan 2021 – 2024

### Section 1: Vision statement

#### School Values

At Horniman Primary School our values reflect our commitment to a school where there are high expectations of everyone. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they are valued. We recognise everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners.

At Horniman we promote the 5 Keys to Success: Confidence, Perseverance, Organisation, Getting Along and Resilience. These are the key skills that all children need to acquire in order to be successful in school, experience wellbeing, and have positive relationships including making contributions to others and the community. We know that safe and happy children achieve.

#### Accessibility Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out 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.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

### Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

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

### Disability and special educational needs

Many children who have SEND will also be defined as having a disability under the DDA (Disability Discrimination Act). However, not all children who are defined as disabled will have SEND and similarly, not all children with SEND will be defined as having a disability under the DDA.

### Information from pupil data and school audit (October 2021)

There are currently 5 Education Health Care Plans. 32 pupils (14.5%) receive SEND support at Horniman Primary School.

We have 20 pupils with disabilities at Horniman Primary School. Currently all pupils in school are mobile. We have a wheelchair user in our parent community.

Pupils with disabilities currently in school have the following needs:

- Autistic Spectrum Disorders (ASD - including Asperger Syndrome);
- Communication difficulties;
- ADHD;
- Hearing Impairment (HI);
- Visual Impairment (VI);
- Long term health conditions

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. We will consult with our school community to ensure the school is accessible.

**Approved by:** ...Hilary Satchwell (Chair)

**Date:** .....November 2021

**Next review date:** .....November 2022

## 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	Actions to be taken	Person responsible / Date to complete actions by	Success criteria
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p>School staff have experience of working with a wide range of pupils with disabilities. Training is provided through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs. Specific training is undertaken as appropriate.</p> <p>Every teacher is issued with an online class folder with information on each pupil with special needs/disabilities. Support staff also have access to this information.</p> <p>There is regular liaison with a range of outside agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapy Service;</li> <li>• Occupational Therapy Service; Children’s Physiotherapy Service;</li> <li>• CAMHS;</li> <li>• Psychology Service.</li> </ul> <p>All pupils with disabilities follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in</p>	<p>Build a range of resources that include characters that have visual and hearing impairments and physical disabilities.</p> <p>Include 1 or 2 significant individuals with a disability in the history or science curriculum (e.g. Maggie Aderin-Pocock, Louis Braille etc.)</p> <p>Differences week. Invite a range of speakers to school assemblies to provide positive role models.</p> <p>Develop the RHSE curriculum to include accessibility issues.</p>	<p>DHT for Inclusion.</p> <p>Subject Leaders</p>	<p>Pupils demonstrate inclusive behaviour and display empathy.</p> <p>This will be shown in pupil surveys and learning conversations with children.</p> <p>The curriculum and resources reflect the wider community.</p>

	<p>school life, including extra-curricular activities and off-site visits. PE lessons are adapted, as required and the school participates in the Multi-Skills Inclusive Festival. Visits and events are planned and adjustments are made to enable all children to participate.</p> <p>Staff training is put in place where appropriate and as need arises.</p> <p>Planning documents show the range of resources and support mechanisms in place for pupils with disabilities and those with special educational needs across the school. Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Views from the parent community are sought through annual school surveys and parent forums which are promoted through our school newsletter</p>			
<p><b>Improve and maintain access to the physical environment</b></p>	<p>Horniman Primary School is a small school situated on a hill. It is a unique 1970s building which was designed and constructed to fit into the hill. The main entrance to the school is at street level with stairs leading down to two further floors. There are many stairs to navigate.</p> <p>The school has improved access to the site since its construction in the 1970s:</p> <ul style="list-style-type: none"> <li>• wheelchair access on two levels via the Early Years and main playground</li> <li>• ramp purchased in 2019 to make the main school entrance wheelchair accessible</li> <li>• additional handrails at a lower level added to the main stairwells</li> <li>• playground resurfaced in 2016</li> <li>• disabled toilets added on level -1 and -2</li> <li>• Cloud Room created as a break out space for self-regulation in 2019</li> <li>• Contrasting edging on internal and external steps</li> <li>• Outdoor sensor lighting was added in 2021</li> <li>• Refurbished toilets are more accessible</li> </ul>	<p>Contractor to re-visit the school to change outdoor and main office stairs lighting from emergency only to 50/50.</p> <p>Change under the croft to LSD lighting to improve visibility</p> <p>Add non-slip markings to decking by community room</p> <p>Improve signage around the school to assist visitors</p> <p>Update PEEPs annually</p>	<p>SBM /PM October 2022</p> <p>DHT annually</p>	<p>All pupils are able to move safely around the building.</p> <p>Furniture and equipment meet the needs of all pupils</p>

	<p>Appropriate furniture and equipment is provided to meet the needs of individual pupils.</p> <p>Routes around the school are clear and accessible.</p> <p>PEEPs are in place to support safe exit from the building for those with needs</p>	<p>Update IHPs annually</p> <p>Update Pupil SEND Passports annually and order equipment and furniture as directed by relevant professionals</p>		
<p><b>Improve the delivery of written information to pupils</b></p>	<p>There is a range of information available to families shared on the school website, E.g., SEND support within school</p> <p>Parents can request for information to be provided in alternative formats, E.g., paper copies, documents translated to Spanish, larger fonts</p> <p>Alternative methods of recording is provided for pupils that need it, E.g. Assistive technology, laptops, spell checkers</p> <p>Visual cues are used in classroom environments to ensure the curriculum is accessible</p>	<p>Put information on website about how to contact the school to request for information in alternative formats.</p> <p>Purchase Widget programme to support visual aids for children with ASD</p> <p>Order adapted SATs text for children that need them</p>	<p>DHT for Inclusion As required</p>	<p>More families accessing helpful information</p> <p>Visual cues supporting children to feel safe and secure in class</p> <p>Information more widely available to school community</p>

### Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school has 3 storeys.  It is accessed at ground level and there are stairs to reach two further storeys below.	Whenever building work is to be commissioned, consider any improvements that can be included to make the environment more accessible.	SBM / HT / PM	Ongoing
Corridor access	The circulation area on level -1 is used for small group work and storage for after school club.	Ensure the area is tidy and resources are put away.	All staff using the area  PM & SBM to check weekly	Ongoing
Lifts	There are no lifts in the building. Due to the narrow stairwells, it would not be possible to add stairs lifts.  It is not possible for wheelchair users to move from one floor to another without exiting the building.	No further action required.	N/A	N/A
Stairs	Handrails are fitted to stairwells. Additional handrails were fitted at a lower level for accessibility. Stairwells on the lower floors are quite narrow.	Ensure children keep to the right and do not block narrow stairwells.	All staff	N/A
Parking bays	There is a small area in front of the school building.	Site to be cleared.  A disabled bay to be marked out and sign-posted.	SBM	Dec 2022
Entrances	The main entrance to the school is at ground level (0) and stairs lead down to the next level which is where classrooms are located (-1). A further set of stairs lead down to the hall and out to the main playground (-2). Levels -1 and -2 are accessible by	Whenever building work is to be commissioned, consider any improvements that can be included to make the environment more accessible.	SBM / HT / PM	Ongoing

	wheelchair. There is also wheelchair access to the Early Years playground.			
Ramps	The school is on a hill. There is a ramp (slope) from street level to the main playground and a ramp from street level to the Early Years playground. Levels -1 and -2 can be accessed via the ramp to the main playground.	Ensure the pathway is kept in good condition and obstructions, such as overgrown shrubs are removed.	SBM / PM / school gardener	
Toilets	There are 2 disabled toilets, one on -1 floor and another on -2.  New toilets have separate cubicles and are uni-sex.	No further action required.	N/A	N/A
Reception area	A portable ramp is situated in the reception area to enable wheelchair users access to the main office.	No further action required.	N/A	N/A
Internal signage	There are no signs to direct people to classrooms, the hall or office.	Purchase and put up signs to direct people to classrooms, the hall or office.	SBM / PM / DHT	July 2022
Outdoor area	Large playground (pen) Amphitheatre Tree platform Climbing Frame Climbing wall Forest School Area Grass Slope Smaller Early Years playground space Tree House Grass Slope with climbing ropes up hill	Purchase large outdoor play equipment which is accessible for those not able to access the outdoor provision		Ongoing