



# **Priory Hurworth House School**

## **Hurworth House School -Accessibility Action Plan 2018-21**



### **“Inspiring for Success”**

Hurworth House is unique, we strive to bring inspiration, present endless possibilities and nurture innovation. We recognise and celebrate individuality, developing all aspects of our young people’s characters in order to fulfil their ambitions

## 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. This involves providing access and opportunities for all pupils without discrimination of any kind.

*Explain your school's principles and values which relate to equality and inclusion here.*

The plan will be made available online on the school website, and paper copies are available 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 school supports any available partnerships to develop and implement the plan.

Darlington Borough Council was given some key messages which underpin this strategy which are encompassed within the following set of guiding principles:

- Inclusion
- Access and quality
- Prevention and early intervention
- Listening, active participation and partnership: (Pupil Voice)
- Safeguarding
- Rights and Responsibilities

Our school's 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.

## 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.

Hurworth House School -Accessibility Action Plan 2020-23

- *All statutory policies are reviewed to reflect inclusive practice and comply with the Equality act 2010. These are published on the school website.*

**Aim 1-** Increase access to the curriculum for pupils with a disability

SHORT TERM	Targets	Success criteria	Strategies	Timescale	Responsibility
	To ensure referral process reviews potential pupil accessibility at outset (including medical needs & transport)	Relevant procedures / equipment / strategies in place prior to admission.	Identify appropriate strategies and access relevant support as part of the admission process	ongoing throughout the year	H/T , Referral coordinator/ SENCO / Dr PC
Establish clear collaborative working practices with carers /parents outside agencies for pupils with on –going health	Stakeholder feedback on accessibility and quality effectiveness showed a	Stakeholder questionnaire regular review post meeting	by Dec 20	HT / SENCO / SLT / teaching teams	

	needs access needs.	95% positive response average.	Disability awareness and training		
	To identify emerging equality issues across all groups and implement strategies to redress any imbalances, improve attendance to ensure all student groups make good progress in social and emotional well-being	<p>Sub group progress tracking shows improving trajectory:</p> <p>Reduction in incidents / RPI by 50% see restraint minimisation policy</p> <p>SDQ.data shows annual progress in social development</p>	<p>Embed the new behaviour policy and flow chart to ensure a consistent approach.</p> <p>Track impact of OT equipment/ intervention and where apt sensory regulation aids, mindfulness regulation, psychodynamic and EMDR SALT interventions</p>	Oct 20 Half termly comparison of stats.	HT/ SENCO /therapy teams / Autism team / Partnerships with specialist advisory service and multi-agency teams welfare and therapeutic staff team.

MEDIUM TERM	Targets	Success criteria	Strategies	Timescale	Responsibility
	To identify emerging equality issues across all sub groups e.g. LAC , ASC, ethnicity and implement strategies to close the gaps in subject variation between E&M to ensure all student groups meet national averages in attainment and EHCP outcomes	<p>Educkey Provision mapping &amp; Sub group monitoring of targeted intervention for Equality need.</p> <p>ARO measures indicate good progress at 90% for KS2/3 in E&amp;M Reading Age =average monthly rise is closing the gap across KStages</p>	<p>Referral information and prior attainment, annual review meetings, Progress impact tracking, regular meetings parents / carers multi agency teams Parental Partnership Accelerated reader programme</p>	<p>On-going throughout the year</p> <p>by Jan21</p>	H/T , SENCO / Assistant Head for Progress / teaching team –

	Promote trauma informed approaches / Teacher research hub shares good practice across the school participation and take into account the variety of learning needs	ASC Learning walks show good composite judgement	Communication scripts PECS Existential learning programme , sensory circuits, creative specialism specific research foci on access	Sept 20-21	Whole school approach
	Addressing the health, welfare and SMSC needs to provide access both in and outside of setting.	Rights respecting schools standards met. Student voice positive responses at 95%	rights respecting schools action plan IAG kitemark	Oct 20 Jan 21	Whole school approach/ partnerships with health / SMSC providers – incl IAG

<b>LONG TERM</b>	<b>Targets</b>	<b>Success criteria</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>
	Evaluate the short and medium term targets on a termly/ annual basis and deliver findings to governors	All pupils making good progress. Governor’s report informs about SEND provision and progress.	See strategies for short and medium term targets above. Teaching and learning and finance and premises reviews termly / annually	Termly / annually 2023	H/T , SENCO / Assistant Head for Progress / Governors

**Aim 2 – Improve and maintain access to the physical environment**

<b>SHORT TERM</b>	<b>Targets</b>	<b>Success criteria</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>
	Improve the physical environment of the school supporting the whole school creativity vision and independent character building  The environment is adapted to the needs of pupils as required	H&S audits and reports at good rating  Ramp and new disabled toilet in place  Hub area has kitchen to support independent	The school will take into account the needs of the pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site /	Ongoing throughout the year Dec20 Jan 21	H/T , Service Manager / SENCO / autism team / Occupational therapist

		living skills PE sports hall promotes access for range of sports	premises- e.g. improved lighting, colour scheme and accessible fittings, appropriate furniture.		
	Ensuring all staff / pupils have a fair and equal access both on / off site	Audit of mobility needs ensures tracking is robust  Staff well-being survey response improves to 90% Student voice / stakeholder responses = 95% positive	Create access plans for all pupils as part of ILSP process to include Transport  Undertake confidential survey of staff to ascertain needs and make sure they are met throughout the school  Liaise closely with stakeholders to ensure their access needs are met – e.g. use of lift, annual reviews held in formal meeting room / classroom / dietary facilitation in meetings	Dec 20 to be constantly reviewed	All staff/ HR VS/ OT

Accessibility Plan 2020-23

	Targets	Success criteria	Strategies	Timescale	Responsibility
<b>MEDIUM TERM</b>	Improve Partnership work within the community, Priory cross school work and with schools in the locality.	Improved awareness of equality in the wider community of Darlington and surrounding areas in YP locality.	Weekly school review panel analyses emerging trends in relation to the following areas: IAG, Age, Race, gender, sexual orientation, disability, maternity /	Nov 21	All staff/ SG / HC -Equalities working party

		Participation and engagement stats at average 90% per drop down event.	paternity and religion. Audit of calendar needs Calendar drop down days for risk / culture / IAG / SG etc		
	Develop strong Safeguarding links including Prevent	Sub group tracking shows reduction in referrals and increased information sharing.	Continue positive relationships with SG network and LSCB and Prevent co –coordinator  Deliver Prevent training to staff / YPs / parents carers	Sept 21	H/T , SENCO / SG teams

LONG TERM	Targets	Success criteria	Strategies	Timescale	Responsibility
	Continue To develop outdoor spaces and facilities including Partner college and work based placements	Inclusive child friendly environment established and maintained Quality assurance reports note good provision	Primary school outdoor classroom to be developed  Review and update annual cycle of premises schedule.	Oct 22	H/T ,Service manager
	Ensure school is accessible and safe as possible	No accidents recorded Damage stats are reduced	Ensure premises schedule is used to highlight areas of development or repair.	Sept 22	H/T ,Service manager

**AIM 3-** Improve the delivery of information to pupils with a disability

SHORT TERM	Targets	Success criteria	Strategies	Timescale	Responsibility
	Review pupil records to ensure schools awareness of any change in disability / required adjustments barriers to learning	EHCP notes annual outcomes are met at 90%	Regular parent / carer / stakeholder communications EHCP creative interactive	Half termly / interim / annual review	H/T / SENCO/ Assistant head / All staff

			document Individualised ASC and or sensory teaching strategies that all pupils have differentiated access to the curriculum Disability awareness and training		
	Enable improved communication for pipil parent / carer / stakeholders	Stakeholder feedback response at 90% positive H&S audits note good reports.  pupils aware of your accessibility plans	Visual explanations e.g. Team teach instruction booklet / visual timetables  Auditing signage that is accessible to all  Parent / pupil friendly leaflets /policies/ dev plans etc. Interpretation service	Sept 20 Dec 20	Service manager / site

MEDIUM TERM	Targets	Success criteria	Strategies	Timescale	Responsibility
		Establish a termly cycle of Internal quality assurance audits	Bi monthly Equalities working party analyses emerging trends.  Internal / external LA quality assurance audits for off-site on site provisions.  feedback to governors throughout the academic year	Review of QA process and cycle established for in house and LA audits.  Continual contact between school / parents / carers to ensure documentation fully reflects the needs of the pupils.	Sept 21



<b>LONG TERM</b>	<b>Targets</b>	<b>Success criteria</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>
	School recording systems and local procedures to be reviewed and improved on a rolling cycle	Effective communication of information about disability / adjustments / barriers to learning throughout the school	Review and update record keeping systems	2022	H/T / SLT/ GOV

### Appendix 1: Accessibility audit

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of storeys				
Corridor access				
Lifts				
Parking bays				

Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				