

Access Review Statement 2017-18

This statement sets out Hunsley Primary's expectations and commitment in relation to equal opportunities and access to the learning resources and curriculum provided by the school.

In all of our decision-making, planning, delivery, monitoring and review, we will take full consideration of all school-users' needs, be those the pupils, parents/carers, staff or other stakeholders.

Hunsley Primary is fully committed to reducing barriers and offering the widest possible access to the school's provision, which exists to educate its pupils so they can meet their full potential.

Current Context of the School

Hunsley Primary is a relatively new school with 3 year groups (85 pupils in total), having opened in 2015 with one class only. The school opened in a bespoke building on the site of its sister school, South Hunsley, as an interim measure due to delays in the building work required for the delivery of the actual school building. In converting the Youth Club building on the secondary school site, the ESFA ensured that the building met all statutory requirements for provision of care and education on site. A single story building with no internal steps, the building was suited to those with reduced mobility or use of wheelchair / walking frame. Of the six entrance and exit points in the building, three have steps, and three have ground level entrances. An internal slope forms a link between the old and the new parts of the building following the addition of a modular classroom in 2017. The school provides an intimate care room, disabled persons' toilet facilities, carparking spaces, a quiet nurture room and both carpeted and hard floor areas. Furniture is mostly mobile and can be adjusted to meet the access needs of specific pupils, for example, pupils who require the

use of walking frames. The school community consists of children and adults with diverse needs and additional requirements, for example medical, mobility and intimate care needs. Specific parking and opportunities for adjusted access to the building can be utilised by the parents of children who have disabilities or by parents who themselves have barriers to mobility, to ensure that the access barriers for members of the family, such as younger siblings, do not prevent the child themselves from accessing school.

Next Steps for the Access Review

The school will move in the summer of 2018 to a new site and a newly built school building: the school will establish an Access Review Panel to assess the new school's provision, including a review of SEND provision mapping with the growth of the school community in mind.

Initial Access Assessment, Consultation and Evaluation

The assessment of access needs is an ongoing process which begins on the point of application to the school, when parents or carers may first communicate views on the access needs of their child.

Once a place has been allocated to the school, the parents / carers are invited to engage in a series of transition meetings, including one-to-one or personalised meetings which are centred around the needs of the child to ensure readiness for school. Where a barrier to transition is perceived (for example, where social communication or emotional and behavioural barriers exist), the school will work with families and other professionals to remove barriers and facilitate the child's access to school – the building, the relationships, routines, learning spaces and resources.

Where a child has an identified special educational need, disability or additional need, other relevant agencies (for example, Portage or the East Riding SENDIASS advocates) are then invited by school to contribute to the discussion regarding access and a transition plan (set down as part of the pupil's Individual Support Plan to be put in place before school begins proper, and where appropriate to run alongside an Education and Health Care Plan) may ensue to put in place arrangements and adjustments which will ensure a smooth start to school. Examples of such adjustments which have been offered by the school at the early point of parent consultation include the following:

- Early transition meetings to aid familiarisation, taking place in the pre-school, home setting or primary school setting
- Creation of a photo bank, to enable the child and family to familiarise themselves with key staff members, spaces, resources or even peers
- Professional consultations with SAPTS advisers, occupational therapist or physiotherapists involved with the child to ensure resources, furniture and spaces are physically accessible and arranged with continued access and future needs in mind
- Staggered admission plans, bespoke timetables and other interim arrangements, including co-operation with other agencies, parents and advocates to aid the child's access to school

Personalised Child-Centred Approach

The child is always fully involved in the process of assessment, as are the child's parents or carers. Consulting on the child's needs must include the child as appropriate, to ensure they are able to communicate their needs and feelings as they arise. When a child is unable to verbally communicate, school, families and other agencies work together to allow the voice of the child to be heard, e.g. by seeking the guidance of trained SALT specialists and allocating a trained key worker to that child as an advocate for their needs.

An initial access assessment was undertaken by the ESFA and associated professional partners involved in the conversion of the South Hunsley Youth Club into the temporary building for Hunsley Primary.

The access assessment for the new site and building will be carried out upon possession of the new building at Brough South and will be done in conjunction with key stakeholders and professionals including the EFSA, Local SEND Governor, parents, medical professionals involved with specific children and the children themselves.

Ongoing Access Assessment, Consultation and Evaluation

All children who experience access barriers to the school environment, learning activities and developing relationships have their own written Individual Support Plan (ISP) with their specific needs across the 4 areas of SEND as appropriate mapped out and steps to support access planned into the ISP format. These are devised in consultation with parents and other professionals, and where possible with the child themselves.

The ISPs are reviewed by parents, staff, the school inclusion team (SENDCO, classroom teacher, invited professionals, headteacher – as appropriate - and relevant support staff. The process of review takes place half-termly and parents always are consulted in these meetings.

Evaluation of the impact of support takes place half termly in the Meet My Needs team meetings and Achievement Data review meetings. Adjustments to the ISPs are made, shared where appropriate with parents and the child and implemented.

Staff identify newly-assessed children and potential barriers to access through regular formal assessment and data collection processes, review of the SEND Register, evaluation and testing where needed (for example, dyslexia testing, fed back to parents via face-to-face meetings, such as Progress Events.

School Access Ethos

This Access Statement sets out to make clear the school's ethos towards accessibility. It is the school's aim to make physical access to the learning spaces and activities as easy as possible for all, enabling everyone, as far as possible, to have access to the full curriculum offer, be that adjusted to allow for access: we aim to create a diverse range of ways in which a child can access their learning, fully aware of the fact that all children learn in diverse ways and all require adjustments of some kind.

As an inclusive school with a spirit of equal opportunity and teamwork, we see that it is crucial that all children are enabled to achieve their full potential by a) being able to access all aspects of the school experience in a way which is meaningful, rewarding and impactful and b) being safe in the school setting, with risk minimalised and opportunity for full participation maximised through forward planning and effective deployment of resources, including human resources.

How access is provided and developed

- **Statutory requirements and equal opportunities policy**

As a service provider and equal opportunities employer, the school aims to comply with the provisions set down in the Disability Discrimination Act (1995 and all amendments made since)

It is the plan of the school that an Access Review Panel be established (consisting of the Head of School, SEND Local Governor, a Parent/Carer,

member of the school teaching team and where appropriate invited pupils) to evaluate and review the provision in the new building once it is occupied Recommendations from the Group will be approved by and implemented through the Local Governing Body and, where appropriate at Trust level, by the Trustees.

- **Risk Assessment**

The school takes account of the wide range of needs of children and other stakeholders with disabilities in all health and safety procedures including the children's Individual Risk Assessments (IRAs). It is the policy of the school to enable all occupants of the building to be evacuated at the same time, hence evacuation plans are an essential part of each child's IRAs.

- **Training**

A member of the school staff community is trained in safeguarding children with disabilities and cascades best practise to the staff team.

All staff are trained to a relevant level in safeguarding, health and safety and emergency procedures to ensure all children have equal access to safety processes and procedures.

- **Funding**

Where the school is in receipt of additional funding for pupils with Education & Health Care Plans, the school seeks to work closely with health professionals involved with the specific pupil to review their needs throughout the year and adjust provision accordingly, ensuring the best value for money is achieved in delivering equipment and support materials to that pupil. The school will hold an annual formal review as part of the child's personalised support plan to assess progress against the objectives and needs set out in the child's EHC Plan. Where use of funding can ensure improvement in access to learning, this is built into the spending plan for that pupil.

- **Planning Learning Activities**

To ensure that all learning activities, including those off site, are as accessible and inclusive as possible, specific members of the staff team will perform the role of advocate for individual pupils with additional needs, referring back to Individual Support Plans, EHCPs and Individual Risk Assessments to ensure the learning activity or experience is reviewed from the child's perspective and necessary adjustments made.

- **Consultation and advice**

Where the school may lack specific knowledge or expertise in a particular area in relation to access, for example auditory access, the school seeks to attain the guidance of the most appropriate professional team or body, e.g. SAPTS. The school would also seek to work closely with parents and carers in this case, to ensure relevant specialist professional assessments of the child which may take place outside of the school's remit are shared with the school to ensure the best provision can be put in place.

- **Communication methods**

The school seeks to ensure there is accessible information for all parents, carers and other stakeholders in relation to their child: Newsletters are both online, emailed and available for printing on request. As with all school information, a printed format in specific size can be requested.

- **Information provision, signage and displays of learning resources**

The provision of information takes place across a range of platforms: paper letter form, digital screens, email posts, outdoor banners, website updates (including social media – twitter and facebook), paper booklets and prospectuses (both in PDF online and glossy paper print). Where visual access is the barrier, the school seeks guidance from agencies such as SAPTS to review the learning resources from the perspective of the child's needs.

- **Staff Employment and Pupil Recruitment**

The school (as part of The Education Alliance Trust) aims to ensure that employment and recruitment practices do not discriminate against individuals with additional needs and / or disabilities.

The school and Trust aim to put in place disability and equality awareness training to ensure that all staff are as fully aware as necessary to remove barriers and enable access

The rationale for the choices in provision

- Team accountability has greater impact
- A child-centred approach puts the child's needs at the heart of our responses and makes all access arrangements needs-driven
- Expertise from appropriate agencies informs best practice in school

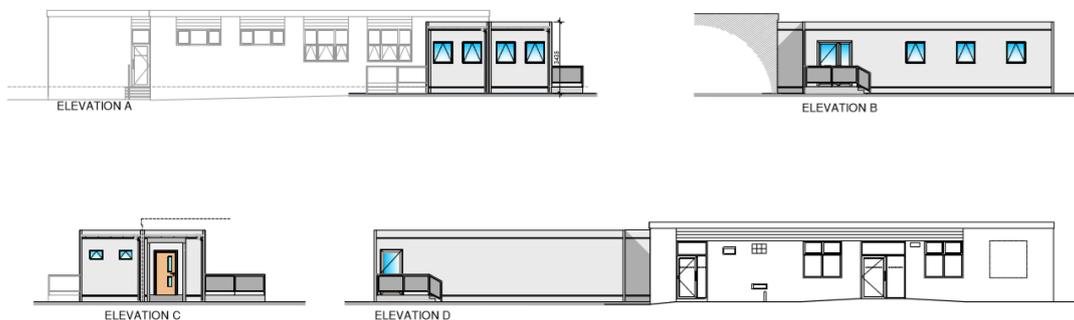
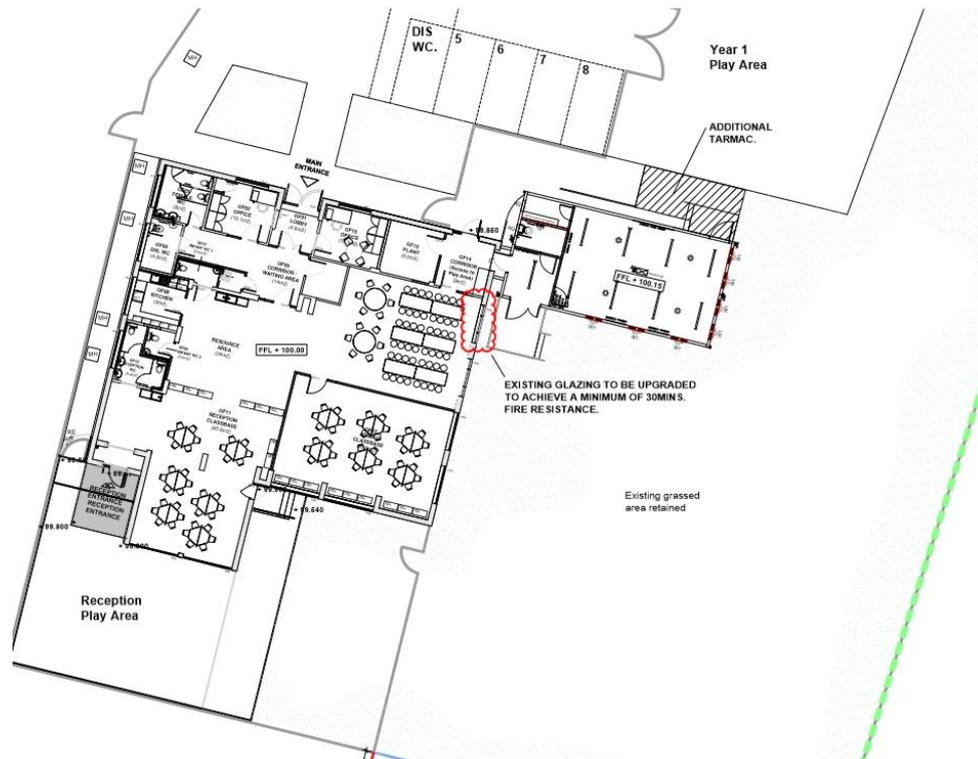
An inclusive community

Access strategies and adjustments will be put in place in balance with the care required by all pupils, the resources available – including funding – and the proportional impact of those adjustments on the individual child's progress.

Appendix

Site plans for Hunsley Primary on the South Hunsley School Campus, Melton.

Cassidy and Ashton (Architects) January 2017



Elevations of the Building Access Points – NB there is one further non-stepped access point to the rear of the building in the Reception Play Area.