



Disability Equality Scheme and Accessibility Plan

2015-2018

INTRODUCTION

The SEN and Disability Act 2001 extended the Disability Discrimination Act [DDA] 1995 [revised in 2005] to cover education. Since September 2002, the Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage; and
- to plan to increase access to education for disabled pupils.

This plan sets out the aims of the Governing Body of Hayfield Primary School to ensure fair access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; and
- to improve the delivery of written information to disabled pupils.

The school's Disability Equality Scheme [DES] and Accessibility Plan are resourced, implemented, reviewed and revised as necessary, and reported on to the Governing Body annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. STARTING POINTS

1a: The purpose and direction of the DES and Access Plan: the school's vision, aims and values

Our pupils will be happy, healthy and caring, with a positive attitude to learning and life. The school community will be respectful, resourceful and open-minded in all that it does. Children will be helped to develop the confidence, knowledge and skills to reach their potential and make a positive contribution to society.

We want every child to:

- **be happy and secure**, and to know how to keep themselves healthy and safe.
- **have good self-esteem**, to develop a strong sense of self worth, with the resilience and confidence to achieve success, develop own interests, strengths and talents, and fulfil potential.
- **love learning**, and experience a rich, vibrant, engaging curriculum, and become life-long, enthusiastic learners who ask questions to develop their thinking and a growth mindset.
- **make excellent progress** across the curriculum, especially in English, Mathematics and Science, achieving the highest standards of competence of which they are capable.
- **be a good citizen**, to develop a strong sense of community, citizenship and social awareness, with integrity and a good code of morals and ethics by which to lead their lives and set an example to others.
- **form positive relationships** and to know how to be a good friend: be caring; share and take turns; have trust, tolerance and respect; be a good listener and empathise.

Our school curriculum, which will include the National Curriculum, will be driven by an emphasis on:

The community

Working together with parents, friends, local schools and businesses to provide enriched and relevant learning experiences for all.

The environment

Having a good understanding of sustainability and environmental issues affecting our world; and showing care, respect and responsibility for the environment, both at local and global level.

Enterprise Education

Being creative, working well with others, developing leadership, using initiative, being positive, taking risks, solving problems, developing a 'can do' attitude and making links with the world of work.

Sports and the Arts

Having opportunities to experience a wide range of sports, music, art and drama, and to recognise and develop individual talents and interests.

Our Values

Hayfield Primary School is a fully inclusive school. We aim to provide equality of opportunity and meet the individual needs of all our learners, so that they can benefit as fully as possible from the education and school experiences we provide, and attain their potential. All members of staff are committed to these values and to removing as many barriers to learning as possible for all children. To ensure our pupils with special education needs [SEN] or learning difficulties or disabilities [LDD] have full access to learning and other school experiences/events, we work closely with other agencies, ensure staff undertake relevant training and adapt our environment and lessons appropriately.

These values underpin our policies for Equality and Inclusion, Behaviour & Discipline, Anti-Bullying and Special Education Needs. A clear system of praise and rewards, certificates and golden time includes all children and encourages good behaviour and respect towards others.

Our policy and practice is in line with the 2010 Equality Act, which requires schools to have due regard to the need to:

- **Eliminate unlawful discrimination (direct and indirect), harassment and victimisation (directly or by association)** and other conduct prohibited by the Act.
- **Advance equality of opportunity** between people who share a protected characteristic (as listed in the table) and those who do not.
- **Foster good relations** between people who share a protected characteristic and those who do not.

Hayfield Primary School defines disability in line with the current definitions in the Equality Act. You're disabled under the [Equality Act 2010](#) if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, Autistic Spectrum Disorder (ASD), attachment disorder, dyspraxia, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), Pathological Demand Avoidance (PDA) and medical conditions such as Cerebral Palsy and even Diabetes and Epilepsy, if severe. These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on 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.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

1b: Information from pupil data and school audit:

	July 2014	July 2015	July 2016
Number of pupils	182	180 (185 Spring 2016)	185
Free School Meals eligibility [%]:	8.2% (26.6% NA)	11.2% (26.0% NA)	11.9% (25.2% NA)
Special Educational Needs: - <i>without statements:</i> - <i>with Statements:</i>	14% in total 13% at SA/SA+ 0.55% Statement	15% in total 14% at SA/SA+ 1.1% EHCP	17% in total 15.7% at SEN support 1.1% EHCP
Social Deprivation Indicator:	In 20 th percentile (lowest deprivation group – 0.07 against national average of 0.24)	In 20 th percentile (lowest deprivation group – 0.07 against national average of 0.24)	In 20 th percentile (lowest deprivation group – 0.07 against national average of 0.24)
Authorised absence:	2.8%	3.2%	4.1% (Overall abs – 3.9% NA)
Unauthorised absence:	0.45%	0.57%	7.5% (Persistent abs – 8.8% NA)
No of teachers:	7.1 FTE plus Headteacher (5 x full-time; 4 part-time teachers)	7.0 FTE plus Headteacher (4 full-time; 5 part-time teachers)	7.0 FTE plus Headteacher (4 full-time; 6 part-time teachers)
No. of teaching assistants:	8 x teaching assistants (approx 164 hours) 1 x SENTA 15 hours (Statement) 1 x SENTA 22.5 hours temp (EHCP)	7 x teaching assistants (approx. 152 hours) 1 x SENTA 15 hours (EHCP) 1 x SENTA 25 hours (EHCP)	7 x teaching assistants (approx. 144 hours) 1 x SENTA 25 hours (EHCP)

The school is informed of pupils with additional needs who may be wishing to attend the school by the LA, local feeder nurseries and parents. The Headteacher and SENCO meet with parents, the child, teachers and other agency workers to discuss the needs of the child. This enables the school to make any adjustments necessary in time for the child starting at the school. Please refer to our SEN Register for children at our school with a disability.

How our school already meets the requirements of the Equality Act 2010 and supports those with SEN or LDD:

The Building and Outdoor Environment

- Our school is all on one level
- Fire alarm system is effective for both visually and hearing impaired people
- Areas are clutter-free to allow clear movement through and around the school
- Ramps on the playground allow wheelchair access into the building
- Signage has been improved
- Carpets and all floor coverings are plain in colour
- Two disabled toilets are available for both children and adults
- Health and Safety checks and audits are regularly carried out to ensure the safety of all pupils, staff and others using our building

Teaching & Learning

- Our SEN Register is updated on a termly basis, ensuring that additional needs are identified early and appropriate provision is put in place.
- We work closely with a number of outside agencies – Behaviour Support; the Educational Psychologist; Speech & Language; Physical, Visual and Hearing Impairment teams, GPs, CAMHS, Social Care etc - to address the needs of every child with LDD.
- All children have differentiated access to the whole curriculum, including PE, school visits and extra-curricular activities. EVERYONE is included.
- Staff are trained to better support SEND pupils with conditions such as Dyslexia and Autism, and in delivering support programmes such as 'Positive Play' and 'Socially Speaking'. TAs are deployed appropriately to meet individual needs.
- Teachers use a range of teaching styles and cater for different learning styles, considering grouping arrangements and classroom organisation to accommodate all needs.
- Individual Education Plans (IEPs) are produced for children on the special needs register, if appropriate. Individual/additional needs and how they are addressed are recorded on class provision maps, which are regularly updated to reflect current practice.

- Provision is made for SEN and LDD children to carry out SATs tests [if entered] through use of laptops, having an amanuensis, a reader, a transcription, modified text, additional time, rest breaks etc. Any additional support is approved by NCA.
- Specialist learning resources have been purchased and are used effectively, e.g. Numicon, laptops, special pencils, writing slopes etc
- We take part in National Anti-Bullying Week every November, provide regular assemblies on bullying and cover bullying in PSHE/SEAL/P4C/Circle Time lessons. We also teach children about online-safety and cyber-bullying, bringing in speakers from outside of the school (NSPCC, MAT, police).

Care, Guidance and Support

- All staff have bi-annual Child Protection training and adhere to the school policy and procedures on Safeguarding.
- We offer all children good care and guidance through the curriculum, our pastoral support systems, Positive Play, Play Leaders support, trained lunchtime supervisors and general caring ethos. In the 2016 Ofsted Report, the Inspector noted that “One of the greatest strengths of the school is the staff’s commitment to each individual pupil’s needs. As such, clear plans are devised to ensure that pupils in need of extra help are supported. Teaching assistants are effective in the classroom and in providing one-to-one support.”
- We have clear procedures for the administration of medicines and all our teachers and teaching assistants are First Aid trained (two TAs have paediatric first aid training).
- Attendance is closely monitored and we follow the PEGS’ policy on attendance, which is in line with DfE guidelines.
- Involvement of LA services, parents and outside agencies, through regular meetings, informal discussions, classroom observations and formal reports, enable us to better meet the needs of those with SEN or LDD.
- Risk assessments are carried out for physically disabled children (whether permanently or temporarily, e.g. broken limb) and shared with staff, children and parents.
- Risk assessments and behaviour plans are carried out for all children with significant behavioural difficulties and shared with staff, children and parents.

How do we monitor progress of SEN/LDD pupils?

We monitor the progress of our SEN/LDD pupils, using the same criteria we use for all pupils including:

- Discussion with pupils and staff working with them
- Observation
- Review and evaluation of IEPs
- Analysis of test results
- Teacher assessment

- Assessing Pupil Progress
- End of Key Stage outcomes
- Comparative progress
- Involvement and achievements in extra-curricular activities

In addition, we use specific diagnostic assessment tools, e.g. NARA, Boxall Profile, Dyslexia tests.

Progress is tracked at our termly pupil progress meetings, during IEP review meetings and meetings with outside agencies (TAF reviews, SENST meetings etc). Underachievement is identified and is addressed using a range of appropriate strategies. The attainment and progress of pupils covered by the DDA is one of the priorities of this plan.

How well do SEN and LDD pupils achieve?

Data over the last three years shows that all SEN/LDD pupils make progress. Depending on the disability of the child, some make only small steps; most make good progress; and a minority make outstanding progress (see in-house tracking systems, FFT and RaiseOnline). Those that make less academic progress than other groups of children are generally those with cognitive and/or behavioural difficulties. With adjustments, pupils with physical impairments participate in extra-curricular activities, including our yearly outdoor residential visit, Sports Day and other sporting events arranged by the School Sports Partnership, and therefore have the opportunity to achieve their potential.

1c: Views of those consulted during the development of the DES and Access Plan

Information is gathered from a range of people associated with the school and is used in school policies, the school development plan, setting priorities and monitoring outcomes. The information is needed to allow the school to plan for the future so that the needs of the local disabled community as school users can be anticipated under the planning duty and met for all users. The information is used in such a way that individuals will be unidentifiable and therefore confidentiality is maintained. We have also gathered information about recruitment, development and retention of disabled employees. Please see our Recruitment Policy for further information.

In our school we look on the issue of someone not being able to access something because of a disability as being a problem with what is provided, not the person using the facility or accessing the provision. We would encourage people to make their needs known to us so that we can ensure that they do have full access.

Views of the disabled community

We recognise that we need to keep the information in this plan up to date and involve members of the disabled community, as and when appropriate, in its ongoing life. This will improve the quality of the information available when the plan is reviewed in three years' time.

Views of parents

We have evidence of parents being very satisfied and complimentary about how well we aim to meet the additional needs of their children. We operate an open door policy in the school and actively encourage parents to share their views and concerns about school and their children. Views are logged and shared with staff, as appropriate, and taken into account during the development of this plan. Views are also shared at parents' evenings, SEN review meetings, through school reports, regular newsletters and home-school link diaries. Furthermore, a questionnaire is sent to parents annually.

Views of children

We consult the children through questionnaires, school council meetings, assemblies, informal conversations and PSHCE. The results of the last questionnaire were used in the development of this plan and the School Development Plan. The views of disabled pupils are sought and recorded [see reports of statement reviews], and have been used in the development of this plan and scheme.

Views of other agencies

Regular consultation takes place with other agencies, such as Behaviour Support, Educational Psychologist, Multi-Agency Team (MAT), Hearing Impairment, Speech and Language, CAMHS, doctors, Social Care and DCC. Views are shared and advice sought and taken. Many professionals speak favourably of the work we do in school to care for and support our SEN and LDD children.

Views of Governors

The views of all governors were sought at Full Governors' Meeting on 23rd March 2015 and the key priorities, as stated below, were agreed. It was decided at that meeting that the Curriculum & Policy Committee would subsequently monitor the action plan and consider any changes to be made. Governors review this plan on an annual basis.

2. THE MAIN PRIORITIES IN THE DISABILITY EQUALITY SCHEME

The school has identified its priorities through:

- Data collection – RaiseOnline and County data, in-house assessments, tests and observations
- Consultation – parent questionnaires, pupil questionnaires, school council, multi-agency meetings and reports, staff and governor meetings, service reports
- The school's self-evaluation (SES) and school development plan
- DCC's 'The Physical Environment Accessible Schools Checklist'.

Our three priorities are the same priorities identified in our accessibility plan:

- 1. Increase the extent to which LDD pupils can access the school curriculum to achieve their potential**
- 2. Improve the physical environment to increase the extent to which LDD pupils can participate in the life of the school**
- 3. Improve the delivery of information to disabled pupils**

How we intend to address these priorities is outlined in the accessibility action plan, which forms part of this DES [see from page 14].

We will work closely with our disabled pupils, their parents and the disabled community to ensure that all views are heard and are used to help formulate actions and decisions [see action plan]. We will work proactively to make reasonable adjustments for disabled pupils at policy and whole school level, as well as for individual pupils. Through this we promote equality of opportunity for disabled pupils and aim to secure their participation in every aspect of school life.

3. MAKING IT HAPPEN

3a. Management, coordination and implementation

We will ensure that the policies and the climate of the school are designed to meet the needs of all SEN/LDD pupils. We will give due consideration to the fact that in order to do this we may at times have to bestow more favourable treatment on disabled people, e.g. *give additional support/coaching; provide special facilities at break/lunchtime.*

The Governors and Leadership Team are aware of and have had input into the DES and accessibility plan. The plan will be revised on a regular basis by the Leadership Team, taking into account the changing needs of pupils attending [or going to attend] this school. This plan is clearly linked to the School Development Plan.

The evidence used to aid the plan will be looking at:

- ◆ The additional needs pupils have in school and those of pupils joining our school
- ◆ Effectiveness of differentiation in lessons and on planning
- ◆ Effectiveness of additional adult support
- ◆ Attendance of pupils with AN, compared to other groups
- ◆ Progress of pupils with AN, compared to other groups
- ◆ IEP review meetings and Statement reviews

- ◆ External agency reports and input
- ◆ New government/LA policies and initiatives
- ◆ Feedback from parents' evenings and questionnaires
- ◆ Feedback from pupils' questionnaires and interviews, and School Council.

The SENCO has links with many external agencies and services within Derbyshire:

- Social Care
- Health agencies – New Mills Clinic, Sett Valley Medical Centre, School Nurse, Physiotherapist, CAMHS, Occupational Health, Stepping Hill, Manchester and Sheffield hospitals etc
- LA agencies - Physically Impaired Service, Behaviour Support Service, Educational Psychology Service, Speech and Language Service, Support Service for Deaf/Hearing and Visual Impairment, Adoption Support Team etc
- Autism Outreach

3b. Getting hold of the school's DES

This plan was published in Spring 2015 (updated March 2016 and 2017) and will be in operation until Spring 2018, when it will be reviewed (in addition to annual review) and revised. We will report annually, at the beginning of the school year, on the progress we have made on our action plan and the effect of what we have done.

Reviewed by _____ *on* _____ *at* _____



ACCESSIBILITY ACTION PLAN

2015 - 2018

In order to increase access to education for disabled pupils, in accordance with the duty requirements outlined in Part 4 of the Disability Discrimination Act, we plan to:

1] Increase the extent to which LDD pupils can participate in the school curriculum

Key priorities within this:

- *to ensure all LDD pupils have equal access to the whole curriculum through appropriate differentiation and support*
- *to ensure IEPs/provision maps are up-to-date, relevant and are used as working documents effectively to enable LDD pupils to achieve*
- *to monitor impact of IEPs and other interventions on pupil progress*
- *to give access to LDD pupils to extra-curricular activities, adapted as necessary*

Action plan to achieve this

TARGET	ACTION	LEAD PERSON/ OTHERS INVOLVED	HOW & BY WHOM MONITORED	RESOURCES/ BUDGET/INSET	TARGET DATES	SUCCESS CRITERIA/ OUTCOME + evidence
1.1 To ensure all pupils with learning difficulties have equal access to the whole curriculum through appropriate differentiation	<ul style="list-style-type: none"> Monitor planning for clear evidence of appropriate differentiation of objectives and/or tasks. Provision for LDD chn to be highlighted on planning. Audit resources for children with LDD, e.g. maths & literacy resources, books, raised working boards, anti-glare equipment, pencil grips, keyboards with enlarged / coloured keys, enlarged print etc. Purchase/adjust equipment as necessary. Monitor lessons with focus on appropriate differentiation, and on how additional needs are being addressed. Purchase Precision Teaching training from Ed Psych Support Service (Nigel Edwards) Purchase test materials for testing Dyscalculia. Test identified children and adjust provision accordingly to meet needs. Use TAs effectively to support the learning of LDD pupils. Interview LDD pupils. How do they feel about school and are their needs being met? 	Head/Senco Whole staff	Head/Senco report to governors	<p>Resources: precision teaching materials, dyslexia & dyscalculia (testing & teaching) materials, Toe by Toe, reading books, raised workboards, pencils etc. IEPs & 1-to-1 support.</p> <p>Use of TAs to maximise learning opps for SEN pupils. Cost of Precision Teaching training? INSET twilight session SENCO monitoring time.</p>	Ongoing Training & resources for Dyslexia & Dyscalculia by end of summer term 2015	Provision for LDD pupils will be appropriate and effective, evidenced by children meeting their targets and making good progress.

<p>1.2 To ensure the needs of all disabled pupils are addressed to provide full inclusion and access to learning.</p>	<ul style="list-style-type: none"> • Work with specialist support services (Hearing/Visual/Physical Impairment, Speech & Language, Behaviour Support, MAT etc) and parents to assess specific needs and plan appropriate intervention. • Ensure acoustics are acceptable in classrooms where children with hearing impairment are working. Install hearing loop systems if appropriate. • Position children in classroom to minimise difficulties and maximise learning. • All disabled pupils to have individual support plans which are regularly reviewed. • Ensure that all pupils can be included in school trips and events. 	<p>Head/Senco Whole staff</p>	<p>Head/Senco report to governors</p>	<p>Resources and time/cost working with other services, as required.</p> <p>Senco monitoring time</p>	<p>Ongoing</p>	<p>The needs of all disabled pupils will be addressed to provide full inclusion and access to learning.</p>
<p>1.3 To bridge the gap between the achievement of LDD pupils and that of other groups.</p>	<ul style="list-style-type: none"> • Analyse test data for progress of SEN/LDD/G & T children. Compare to other groups. Look for trends/correlations between pupils with similar/different disabilities. Note findings. • SENCO and Head to support teachers in identifying ways of improving achievement. Involve parents, pupils and other agencies as appropriate. • Evaluate and set targets. 	<p>All staff to analyse own class. Feedback at SM.</p>	<p>Head/Senco report to governors</p>	<p>SENCO time</p>	<p>January and June</p>	<p>The gap between the achievement of LDD pupils and other groups will be addressed, and LDD pupils will have opportunity to achieve their maximum potential.</p>
<p>1.4 To ensure</p>	<ul style="list-style-type: none"> • Keep SEN registers up-to-date. 	<p>Senco</p>	<p>SENCO to</p>	<p>SENCO time</p>	<p>Termly</p>	<p>Each LDD pupil will</p>

<p>that all IEPs/ provision maps are up-to-date and are working documents used by teachers and TAs to provide full inclusion and personalised learning for all LDD pupils.</p>	<ul style="list-style-type: none"> • Ensure that all children who have additional needs that need extra or different provision have an IEP, and that IEPs are regularly reviewed. • Draw up class provision maps showing provision made for all children, including SEN and Disadvantaged (PP) pupils. • Ensure IEPs/provision maps are shared with pupils, parents and TAs and that planning shows how IEPs are being addressed. 	<p>All staff</p>	<p>monitor planning to see how IEPs/ provision maps are used to include LDD pupils. Report to headteacher and governors</p>			<p>have an IEP or be on a provision map, which will be known well by all persons educating the child, and will be catered for in planning to provide inclusive and personalised education for all.</p>
<p>1.5 To enable appropriate staff to use P Scales to assess levels, analyse results & set appropriate targets on IEPs</p>	<ul style="list-style-type: none"> • Appropriate staff to attend training on using P scales to level work and set targets for improvement. • Use P scales to track progress and set targets on IEPs/provision maps. 	<p>KS1 staff</p>	<p>Headteacher to monitor</p>	<p>LA training course on using P scales</p>	<p>By end of Autumn 2015</p>	<p>All relevant staff will be able to use P scales to assess pupils' work, analyse progress and set targets.</p>
<p>1.6 To ensure all TAs become more skilled in meeting the needs of pupils with LDD.</p>	<ul style="list-style-type: none"> • Review training needs of TAs in terms of supporting SEN pupils. • Provide training in precision Teaching (Ed Psych – April 2015) • Discussion with TAs re assessing pupils and record keeping (e.g. baseline assessments, evaluation of achievement/programmes etc). Share good practice and set up expectations. Ensure effective liaison is taking place between teacher and TA re achievements & targets of LDD pupils. 	<p>SLT</p>	<p>Headteacher to monitor. Hold meeting with TAs and report to governors</p>	<p>Training costs?</p>	<p>November, annually</p>	<p>All TAs will be better skilled in meeting the needs of pupils with LDD.</p>

2. Improve the physical environment to increase the extent to which LDD pupils can participate in the life of the school

Key priorities within this:

- **Ensure all areas around the school are clutter-free and safe**
- **Ensure the toilets for disabled users are fully accessible and free of clutter**
- **Improve the storage in and around the school**
- **Ensure all TAs and Midday Supervisors are First Aid trained and that FA equipment is easily accessible from all areas of the school**

Action Plan to achieve this

TARGET	ACTION	LEAD PERSON/ OTHERS INVOLVED	HOW & BY WHOM MONITORED	RESOURCES/ BUDGET/INSET	TARGET DATES	SUCCESS CRITERIA/ OUTCOME + evidence
2.1 To ensure all areas around the school are clutter-free and safe.	<ul style="list-style-type: none"> • Carry out H & S check around every part of the school on a termly basis. Note any areas where clutter is a potential hazard. Take photos. • Present to staff and ensure areas are tidied up and kept clutter-free. 	Headteacher H & S team	H & S Governor to report to governors through annual report	Time for checking and staff meeting	Termly	All areas around the school will be free from clutter and safe for all pupils moving around the building.
2.2 To ensure the toilets for disabled users are fully accessible and free of clutter.	<ul style="list-style-type: none"> • Check the accessibility of the disabled/men's toilet in the entrance area for disabled users. Ensure it is free from clutter and can be accessed by wheelchair. • Ensure that the 2nd disabled toilet in Reception class, which is currently being used as a store room while we have no pupils in school at present who need this facility, is correctly labelled as a 	Headteacher H & S team	H & S Governor to report to governors through annual report		July 2015	The toilet for disabled users in the entrance area will be free of clutter and fully accessible by wheelchair users.

	store cupboard.					
2.3 To ensure all floor covering is safe, e.g. slip resistant, flat, smooth.	<ul style="list-style-type: none"> Check all floor coverings are flat, smooth and slip resistant, and in good condition. Ensure no mats are raised to such a point that they would be a potential hazard to people using them. Replace carpet outside Year 4, which is currently a trip hazard. 	Headteacher H & S team	H & S Governor to report to governors through annual report	Replacement/ fitting or repair	By Spring 2016	All floors will be safe for all users.
2.4 To ensure adequate sockets are available and accessible by LDD children, which will avoid trailing wires.	Check availability of sockets throughout classrooms and other teaching areas for access by LDD pupils. Sockets, when not in use, will need to have plug safety covers. Check there are no trailing wires or any trip hazards.	Headteacher, SENCO	SENCO to report to governors	Time to check. Potential cost of new sockets?	Termly	All teaching areas will have access to appropriately positioned sockets for LDD pupils to use, which do not present health & safety issues with respect to trailing wires.
2.5 To ensure that all staff are first aid trained, with two members being paediatric FA trained, and that equipment is accessible from all areas of the school.	<ul style="list-style-type: none"> All staff now have basic first aid, CPR and Defibrillator training. Dates of training are recorded on a register. Ensure that training is renewed as required. Check location of First Aid equipment to ensure that there are sufficient boxes around the school for quick and easy access. 	Headteacher Medicines Manager (KK)	H & S Governor to report to governors through annual report	Cost of FA courses?	As required	All staff will have current first aid certificates and FA equipment will be accessible from all areas of the school to ensure the safety of all pupils.
2.6 Ensure that a sufficient	<ul style="list-style-type: none"> Currently, over 50% of staff have training in recognising food 	Headteacher Medicines	H & S Governor to report to	Training costs?	Check dates of training	An adequate number of staff will have up-

<p>number of teachers/TAs have up-to-date training in managing pupils with Epilepsy, Diabetes and food allergies.</p>	<p>allergy reactions and administrating an epi-pen. Ensure that this training is renewed every three years.</p> <ul style="list-style-type: none"> • Most staff have had Epilepsy training. Ensure that this training is renewed as appropriate to the current needs of the school. • Key members of staff have had training in diabetes management, checking blood sugar and insulin administration. Ensure that this training is kept up to date and that a sufficient number of adults are confident in managing pupils with this condition. 	<p>Manager (KK)</p>	<p>governors through annual report</p>		<p>on an annual basis or as pupils with such medical needs join the school.</p>	<p>to-date training in managing pupils with Epilepsy, Diabetes and food allergies.</p>
<p>2.7 Adopt a plan to ensure that all medicines for pupils are administered safely.</p>	<ul style="list-style-type: none"> • Medicines Manager oversees the administration of all medicines and completion of medicine administration forms & health care plans. Ensure that there is a Deputy Medicines Manager who will act in MM's absence. • Request that parents come into school to administer medicines themselves where possible. Where they require school to administer medicines to their children, they complete a form and deliver the <u>labelled</u> medication directly to the school office themselves, not through their children. 	<p>Headteacher Medicines Manager</p>	<p>H & S Governor to report to governors through annual report</p>		<p>By July 2015</p>	<p>There will be a plan in place to ensure that medicines for pupils are administered safely.</p>

3. Improve the delivery of written information to disabled pupils

Key priorities within this:

- *to ensure all written communication (in hard copy) to parents is clear, concise and in size 13 font, where necessary*
- *to ensure that all pupils can access written communication in lessons*
- *to provide clear information about access issues to parents and the community*
- *to ensure that all signage in and around the school is accessible to all*

Action Plan

TARGET	ACTION	LEAD PERSON/ OTHERS INVOLVED	HOW & BY WHOM MONITORED	RESOURCES/ BUDGET/INSET	TARGET DATES	SUCCESS CRITERIA/ OUTCOME + evidence
3.1 Ensure that all newsletters and other written correspondence is clear and made as easy as possible to read	<ul style="list-style-type: none"> • Majority of correspondence to be sent electronically or put on school website, so that parents can enlarge or change contrast on screen. • Keep newsletters clear and concise, with minimal use of technical jargon and difficult language. • Provide alternative formats when requested. 	Headteacher Admin staff All staff	SEN Governor to check on visit to school		Ongoing	All written correspondence will be clearer and easier to read.
3.2 To ensure that LDD pupils can access written communication in lessons.	<ul style="list-style-type: none"> • All worksheets/written instructions, generally, to be at a minimum of font size 13. Where necessary, enlarge the print for children with visual impairment. • Language should be simplified or modified, or explained in diagrams or orally (or recorded), for those 	Class teachers TAs	Headteacher through lesson observation, planning and work scrutiny. SEN Governor to check on visit to school.	Covered by stationary costs	Ongoing	Resources/written communication will be adapted according to the individual needs of all SEN/LDD pupils.

	<p>with reading difficulties/ visual impairment.</p> <ul style="list-style-type: none"> • Where relevant, use pastel paper (non-glare) and/or coloured transparencies for dyslexic/sight affected pupils. • Highlight pupils with VI on planning to ensure that adequate provision will be made for them. • Sit VI pupils appropriately in the classroom to improve access to the written word. 					
3.3 To provide clear information about access issues to parents and the community	<ul style="list-style-type: none"> • Include information about accessibility to educational provision in a parent-friendly format on the school website. 	Senco	CF to monitor through questionnaires and informal discussions. Feedback to governors.		By July 2016	There will be clear information about accessibility to educational provision at Hayfield on the school website.
3.4 To ensure that signage in and around the school is accessible to all	<ul style="list-style-type: none"> • Check signage in and around the school. Ensure wording is clear, in large print, easy to read, contrasted against background, visible at child height (if relevant) and jargon free. • Order new signs, as appropriate. 	Senco	SEN Governor to check on visit to school.	Cost of new signs, or moving/ changing existing signage?	By end of Summer 2016	There will be appropriate signage in and around the school, accessible to all.

A copy of the DES and Accessibility Plan is available on request from the school office, headteacher@hayfield.derbyshire.sch.uk or on the school website. It can be communicated in an alternative format if some notice is given.