

Hartington C of E (Controlled) Primary School

Access Plan - Questions for parents to consider:

1. Will my child be able to access all activities/lessons the school provide?

All floor surfaces are flat, i.e. carpeted or tiled. There are no raised surfaces. All doorways are of the designated width to allow access for all able children and those with a walking aid or in a wheelchair – manual and motorised.

Support Services are accessed to identify the support required for individual pupil's needs to enable full access to the curriculum both inside and outdoors and an appropriate plan put in place. These are monitored, reviewed and adapted by the class teacher, SENCO, SENTA and parents / carers.

2. Would it be possible to personalise our child's learning to accommodate their educational, social, emotional, physical needs etc.? e.g. physiotherapy, language programmes etc.

Hartington C of E School are able to accommodate the needs of the pupils who attend the school. Children with physical needs have physiotherapy in the physiotherapy room (The Snowflake Room) which also is used as a sensory room for the nurture groups and Positive Play Programmes. This is situated in the hall. The school has its own kitchen and qualified staff employed by the Derbyshire County Council Catering Service which is able to cater for any dietary needs of pupils. Revised curriculums for pupils are identified through Individual Care Plans and Provision Maps.

3. If so where would this happen, and when?

(See above)

All children are able to access this room frequently and when necessary. A reduced or adapted timetable can be arranged to accommodate this and any other additional need a pupil might have. Dietary needs are identified and reported to the Catering Service and onsite catering staff. Menus are planned for and approved by all concerned parties.

4. Have the toilets got the appropriate specifications to meet our child's needs? For example a hoist, space for changing couch and equipment. Where are they in relation to other areas of the school?

The school has a disabled toilet situated in the middle of the school outside the KS2 classroom by the back exit. The school has access to a rotunda through the physical impairment service for use in the toilet to assist transitions. There is space for a changing bed and the toilet is fitted with a bio bidet. If required the school has access to a physiotherapy couch and a cricket. Availability of a hoist can be applied for to assist access to the PE curriculum in the hall to allow a pupil to stand during the sessions and be manually moved around by an adult.

5. Are there appropriate ramps or paths for our child to enable access to outside areas and exits?

All paths that lead to buildings have appropriate ramps and are easily accessible. Doors are wide enough for a wheelchair to get through and have no raised bases. Although there are steps at the front of the school, access for a wheelchair can be obtained through the double gates at the side of

the school and along the path in front of the front school window. Access to the back of the school is through the gate by the playground which is closed using a 'Snaffle Lock' and along the paths and through the back door. Both the back and front doors are locked with a high thumb lock and a security lock which only allows the door to be opened from the inside.

6. Do you already have a room that can be used for Physiotherapy or 'time out' break that our child can use or would a space need to be adapted?

See answer to question 2 and 3. No space would need to be adapted.

7. Are tables accessible for children in wheelchairs or other physical disabilities?

There is access to taller tables for pupils in Key Stage 1 but once a pupil enters Key Stage 2 or pupil needs change then outside agencies are contacted to ensure the availability of rise and fall tables which are personalised to the individual's needs. Their needs are continually monitored and assessed then appropriate resources introduced to ensure their full access to the curriculum.

8. Would the timetable be able to be altered to suit our child's physical needs e.g. to allow for time taken from one building to another, or reduced timetable to catch up with work.

Yes pupils can have timetabled in additional comfort breaks, and adapted timetables to suit the pupil's individual needs. Whatever the pupil's needs are, then the school will seek advice and support to provide the appropriate resource or amended routine and curriculum to meet that individual pupil's ever changing needs. These are recorded in a personalised plan.

9. If yes, what is put in place for this?

As above (Q. 8) plus T.A. support if required.

10. Will there be suitable dining facilities for our child to be included in the school community?

At Hartington C of E Primary School all the pupils eat lunch together in the Key Stage 2 classroom. The school ensures if any child with an additional support needs help during the lunchtime period then it will be provided by a T.A. or the necessary equipment supplied.

11. Would our child be able to access the PE curriculum?

Yes. Pupil's needs are assessed and identified. Additional T.A. support, appropriate aids, equipment or resources (including staff training) is provided to ensure the pupil's is fully included. Here at Hartington C of E Primary School within the P.E. Curriculum sports for children with additional needs have been integrated into the curriculum e.g. Boccia, and staff have been provided with training to support the delivery of an inclusive curriculum. Pupils who are 8years old also have access to the Hartington Young Persons Activity Club which includes sports such as wheelchair basketball, seated volley ball etc. This club works closely with members from Derbyshire Dales District Council (DDDC) and Derbyshire Dales Sports Development Unit. The school also has close links with the local secondary school as part of the School Sport Partnership to allow all pupils to experience and take part in competition and festivals with other primary school. Close links have been developed with Martin Mansell who works alongside Youth Sports Trust. All pupils are involved with achieving the Sainsbury's Kite Mark Gold Award 2017.

12. Would our child be able to access a laptop in all classes necessary, and would it be able to be set up onto the school system to access work and learning materials digitally?

All laptops are attached to the school network. Pupils are able to access everything digitally. Where needs require pupils also have access to personal laptops with specific programmes to enable them to access the curriculum in school or at home, thereby working as independently as possible. This also includes the development of keyboard skills to support speed when typing.

13. Do you have any strategies in place to support social inclusion for our child?

All pupils are included in the school community and any events or activities including enrichment tasks and after school clubs. Risk assessments are undertaken including moving and handling training for staff if the pupil has specific needs which require this. Every subject is adapted and differentiated to suit the needs of each individual pupil to allow them to be part of the school community. There is also access to the school's nurture groups and Positive Play Programmes.

14. Approximately how many different TA's would work with our child during the course of a week? Would she have a key/lead TA?

There are two T.A.'s employed by the school so pupils would have a key TA allocated where they would report any concerns to. Both T.A.'s and teaching staff (where necessary) are provided with appropriate training to meet individual pupil's needs. If a pupil is in receipt of an Educational Health Care Plan (E.H.C.P.) or the Graduated Response for Individual Pupils (G.R.I.P.S.) funding then a named T.A. will be allocated to that pupil to ensure their needs were met.