



# Muswell Hill Primary School

## Accessibility Plan

**2020-2023**

Agreed: November 2020, to be reported on annually  
Review: July 2023

**Muswell Hill Primary School is a Rights Respecting School, based upon the UNICEF Convention of the Rights of the Child.**

**We believe that all children should grow up aware of these rights and respect these rights for themselves and for others. Being a Rights Respecting School underpins policies throughout the school. As policies are reviewed within the cycle they are adapted to demonstrate this. Reviews started in the academic year of 2019/20. The school received the Bronze Award in July 2020 and is currently working towards the Silver Award.**

## Our School Vision

'At Muswell Hill Primary School, we have worked hard to create a successful, high achieving, happy, inclusive community. One we are proud of and one which enables us to work with others, celebrate our successes and empower our children to be the best versions of themselves. Our community is where friendships thrive and where children are encouraged to discover a world of possibilities in a challenging, yet supportive, setting. Here at Muswell Hill Primary School, we embrace the joy of learning every day, through our strong, rich, broad curriculum.'

Muswell Hill really is an extraordinary school.

**Muswell Hill is underpinned by the values:**

**Creativity   Integrity   Resilience   Respect   Curiosity**

**To all our pupils, this is our commitment:**

At Muswell Hill Primary School, the staff and governors are working every day so that by the time you leave us:

- You will love learning new things, feel ready for the future and want to keep on learning.
- You will understand how you learn best, learn from your mistakes and how to persevere.
- You will know what it feels like to be motivated to be good at something, and to have achieved your very best.
- You will understand just how incredible you are! You will believe in yourself and have the confidence to follow your dreams.
- You will have grown as healthy and strong as you can, and you will know how to look after your body and your mind.
- You will know friendship and will have learned how to get along with other people.
- You and your family will be supported and cared for if you struggle or meet obstacles during your time with us.
- You will feel part of your community, proud of your school, and inspired to make a difference.
- You will leave Muswell Hill with lots of good memories and be the best version of yourself.

Aims/Mission: ***Everyone belongs here, everyone has a voice and everyone is heard***

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**Reviews started in the academic year of 2019/20. The school received the Bronze Award in July 2020 and is currently working towards the Silver Award.**

**Definition of disability**

According to the Equality Act 2010 (The Equality Act), a person has a disability if:

- they have a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## **Key aims of the plan**

In performing their duties, governors have regard to the Equality Act 2010 (The Equality Act). This Accessibility Plan is drawn up in compliance with the requirements as specified in Schedule 10, relating to Disability, of The Equality Act. It sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in order to increase and eventually ensure pupils with a disability have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. Under the Equality Act, schools should have an Accessibility Plan.

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".

Our Accessibility Plan sets out the proposals of the Governing Body for increasing and ensuring access to education for disabled pupils in three areas:

- **To increase the extent to which pupils with disabilities can participate in the curriculum.**

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

- **To improve the school's physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.**

*This includes improvements to the physical environment of the school and physical aids to access education.*

- **To improve the availability of accessible information for disabled pupils.**

*This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils e.g. handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.*

Compliance with The Equality Act is consistent with our school's aims and should be read in conjunction with the following policies, strategies and documents; including all relevant addendums:

- School Development Plan

- Behaviour Policy
- Teaching and Learning Policy
- Health and Safety Policy
- SEND Policy

Our staff recognise their duty under the Equality Act:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

Our setting

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality
- provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

**The priorities of the Accessibility Plan for our school are identified by:**

The Headteacher, Inclusion Manager, Office Manager, Finance Manager, Site Manager and Resources Committee.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the three priorities identified above.

The plan is then reviewed by the Governing Body.

We are working within a national framework for educational inclusion provided by:

- SEN & Disability Act 2001
- The SEND Code of Practice 2015
- Equality Act 2010
- Reasonable adjustments for disabled pupils (2012)
- Supporting pupils at school with medical conditions (2014)

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Teaching and Learning Policy
- Health & Safety Policy
- Special Educational Needs Policy

## Contextual information

Muswell Hill is a mixed, two-form entry school located in the London Borough of Haringey.

<b>Question</b>	<b>Answer (previous % or number)</b>
Percentage of Free School Meal	7.6 % (5%)
Exact percentage of Pupil Premium	8.6% (10%)
Total no of staff	64 = 49 employed by Haringey and 15 agency or trainee staff
No. of children attending alternative provision (PRU etc.)	0
No. of children on roll	420
MFL language taught	Mandarin
Main languages spoken (in addition to English) (28.5% EAL) 120 children	44 (42) different languages are spoken. Largest EAL group is Turkish - 23 (12), French - 20 Spanish - 15 (11)
Latest Attendance – Academic Year	95.6% (96.5%)

### Current context:

The school has children with a range of disabilities which include moderate, specific complex needs. There are currently 9 children who have an Education, Health & Care Plan (EHCP).

### Increasing access for disabled pupils to the school curriculum:

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. Our curriculum delivers the key principles outlined in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum. These are:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

Further examples of increasing access for disabled pupils to the school curriculum include the following, although the list is not exhaustive:

- Breakfast/After-school club
- Trips, visits, workshops-physical and behaviour needs
- Risk assessments
  - Classroom support arrangements-deployment of LSAs, provision of ICT-IWB, 30 tablets for use with the children, class camera, SEN children have access to own laptop/camera/tablet if appropriate
- Enhancing learning opportunities
  - Curriculum choice includes a range of learning opportunities in and out of the classroom
- Curriculum provides opportunities to discuss diversity of school community
- Awareness of needs and areas of development which feed into daily planning
- First day absence response
- Attendance systems
- Access to teachers and Assistant Headteachers in smaller groups or 1:1
- SEND policy-staff training-see SEND policy
- Pupil progress meetings-consultation with professionals, parents, children
  - All staff liaise with CPD lead re: training needs. Identified through discussions, surveys, pupil progress meetings, SLT meetings and Phase meetings
- Medical needs-school nurse supports with training- care plans
- School council provides a forum so children can voice support mechanisms
- Planned assemblies.

### Accessibility audit:

An Access Audit update was reviewed by the HT and Site Manager in January 2020. Any recommendations arising from the audit were included in the plan.

**To increase the extent to which pupils with disabilities can participate in the curriculum.**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Success criteria</b>	<b>Time Frame for completion</b>	<b>Cost</b>
To support all teachers to become teachers of pupils with SENDs.	Continue to hold SEND-focussed Pupil Progress Meetings as part of SRSE cycle  Regular coaching with SENDCo  Identify further CPD needs e.g. via HEP and Haringey SEN Team	Inclusion Manager  Class teacher  AHTs  Headteacher	Children with SEND will make expected or more progress in line with their individual starting points(My Plan and EHCP targets) and against national progress data.	ongoing	Annual cost of HEP CPD membership
Establish classroom and other spaces to deliver same-day intervention and calm space for regulation breaks: continue to support pupils to become effective self-regulators	Continue to promote UNICEF Convention on the Rights of the Child via our work as a Rights Respecting School.  Continue to use an Emotion Coaching Approach to co- and self- regulation  Zones of Regulation – universal offering as well as intervention  Ensure all classrooms have a Regulation Station and stations in both KS playgrounds.  Identify resources needed for each class to have a sensory toolkit.	AHT/SLT/Staff/ Inclusion Manager	Pupils with SEND are able to begin to independently access spaces and resources in order to self-regulate. Cost of individual sensory toolkits - regulate	Immediately  Ongoing	Cost of individual sensory toolkits Budget/ Fundraising costings tbc.
Develop specialist knowledge of supporting pupils with complex needs	Ongoing coaching with SENDCo	Inclusion Manager	Staff will be able to continue to choose from a wider range of teaching strategies	Ongoing	

e.g. Downs Syndrome in an inclusive environment	Identify opportunities for CPD in and across all areas of need identified in the SEND Code of Practice.		and access approaches for children with disabilities  Pupils will spend even more time in class being engaged in effective learning		
Improve the access to ICT equipment for pupils with SENDs	Pupils given access to chrome books/laptops during lessons which are not discrete Computing lessons  CPD on available accessibility tools on chrome books/laptops	Inclusion Manager	Pupils have alternative methods of recording	Ongoing	
To develop a universally inclusive environment and communication-friendly school environment	Learning Walks to be carried out by SLT  All staff aware of the Learning Environment Policy  Identify resources needed for each class to have a sensory toolkit.	SLT/Inclusion Manager	All staff aware of the Learning Environment Policy	Ongoing	Possible CPD identified
All pupils with SEND to have access to all educational visits	Risk assessments prior to each trip Pre-visit to venue.		All pupils with SEND will be able to attend educational visits as appropriate for their year group.	Immediately	

**To improve the school's physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Success criteria</b>	<b>Time frame for completion</b>	<b>cost</b>
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Establish an inclusion space in which to deliver same-day intervention and a calm space for regulation breaks	Use of Purple Room to be opened up to more pupils with SEND.  Identify any specific resources needed to create a sensory space.  Development of SEN learning room – storage of equipment – accessible learning space. Expand teaching spaces on KS1 side	Inclusion Manager/ Headteacher	More pupils using area to break out/regulate  Interventions can be delivered effectively	Summer 2021  & develop work into 21/22	Associated cost of any resources to be identified and subject to approval
Ensure all pupils with disabilities or with particular SEND, are able to safely exit the building	Continue to review Personal Evacuation Plans (PEEPs) for individual pupils and ensure they are shared with staff  Key staff to know their responsibilities for supporting individual children when evacuating the building  Ensure fire escape routes remain clear  Corridors to kept clear of obstructions	Site Manager  Fire Wardens  Inclusion Manager  SLT/HT	Pupils with SENDs are able to be evacuated safely during a drill or in an actual event	Immediately	Fire Warden training for Spring 1 TAD 4 <sup>th</sup> Jan tbc
Ensure pupils with particular SENDs can comfortably access all areas of the school building	Turn off hand dryers in toilets and school bell for those children who are sensitive to noise	Site Manager  Inclusion Manager	Pupils with particular SENDs are able to use toilets and other areas of the building	Immediately	

**To improve the availability of accessible information for disabled pupils.**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who is responsible?</b>	<b>Success criteria</b>	<b>Time frame for completion</b>	<b>Cost</b>
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<p>To develop a universally inclusive environment and communication-friendly school environment.</p>	<p>Continue to promote and implement the consistent use of visual supports to communicate routines, schedules, spaces etc around the school</p> <p>Continue to promote use of Makaton across the school – signing and within the school environment</p> <p>Weekly Newsletter and films created for the community</p> <p>Teach children the sign of the week in key stage assemblies</p>	<p>Inclusion Manager/SLT</p>	<p>Pupils with SEND will have more opportunities to communicate effectively with staff and peers</p> <p>Pupils with SEND are able to navigate and participate in the school environment fully and effectively</p>	<p>Ongoing</p>	<p>Annual subscription to Widgit online</p>
<p>Promote and enhance the visibility of the school's diverse community.</p>	<p>Rights Respecting Schools Programme of Development</p> <p>Continue to develop children's leadership roles e.g. school council, Inclusion Ambassadors, lunchtime support workers</p> <p>Mental Health and Well-being policy</p> <p>Curriculum and resource links</p>	<p>Inclusion Manager</p> <p>AHT</p>	<p>Value given to the inclusivity of all pupils reflected in resources chosen, including text types, display material, celebration assemblies</p>	<p>Ongoing</p>	<p>As per resources identified</p>

