

## Heather Primary School Accessibility Plan 2018- 2021



<b>Approved by:</b>	Governors	<b>Date:</b> June 2018
<b>Last reviewed on:</b>	June 2018	
<b>Next review due by:</b>	June 2021	

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### 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

At Heather Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our aims and mission statement that outlines our goals as follows:

- Ensure that our children enjoy life-long learning through a rich and varied curriculum, enhancing their creative and imaginative skills
- Encourage each child to reach their full potential as a valued member of Heather Primary School
- Provide opportunities for the pupils to develop and make responsible and informed choices about their behaviour and their learning.
- Develop children who are increasingly aware of their local community, the wider world and its cultures.
- Provide children with the opportunities to develop their confidence and skills to be successful in the future
- Develop children to work both independently and collaboratively throughout all aspects of school life.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school. 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 e.g.

- Occupational Health

- FW TSA
- Hearing Impaired Children’s school service
- Autism Outreach Advisory and Support Service
- Speech and Language Therapist
- School Nurse Team
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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.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

## **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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum such as using visual time tables, using symbols to show feelings and discuss expectations.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs. These are then reviewed at pupil progress meetings termly.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Cascading CPD training to all teaching and support staff during staff meetings.</p> <p>End of year curriculum review and provide next steps to ensure improvements for the following year.</p> <p>Provision mapping reviewed after each pupil progress meeting</p> <p>Parent information sessions to be held on how they can help support their child at home with reading and basic maths skills.</p> <p>Parent information</p>	<p>Half termly CPD for LSA/Tas sharing good practice and expertise</p> <p>Ned of year curriculum review – new long term plan to be produced</p> <p>Parent information session to be planned by all teacher staff – held termly</p>	<p>MM to arrange when CPD</p> <p>LSA/Tas to lead</p> <p>All teaching staff</p> <p>All staff</p>	<p>Ongoing half termly</p> <p>In place for August 2018</p> <p>One meeting a term</p>	<p>Increased access to the curriculum needs of all learners met.</p> <p>All pupils with additional need make progress from starting points.</p> <p>Parents feel more informed as to how they can support. Parents feel more engaged with school and part of the school community</p>

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	<i>Parents regularly informed of their children's progress.</i>	<p>session on the school's maths calculation policy and how maths can be fun</p> <p>Redesigning of the Garden Room – so it looks more comfortable, appealing and a place children want to go to if they need time away from the classroom to approach their work, complete social stories</p>	<p>Designs for the room to be provided Peter's Book Sellers..</p> <p>Costing of the design.</p> <p>Fund raising</p>	<p>MM</p> <p>Children – ideas for the room and fund raising</p> <p>Gov Body, PTA</p>	Ongoing!!	Room refurbished.
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li><i>Premises officer completes regular site walks to check that - pathways are keep clear, fencing is secure etc.</i></li> <li><i>Disabled toilets</i></li> </ul>	<p>Improve signage around school – wheel chair friendly access.</p> <p>Provide access plan of the building in reception area</p>	<p>Signs to be costed, purchased and put up.</p> <p>Access plan to be available</p>	<p>Gov Body, MM, AD</p> <p>MM, AD</p>	Spring 2018	<p>Signs in place and plana available.</p> <p>Disabled people aware of wheelchair access to all parts of the school.</p>

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Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Pictorial or symbolic representations</i></li> <li>• <i>Hearing aid mic packs</i></li> </ul>	To ensure new members of staff to the school and new members of staff to the children have received to appropriate training.	<p>Class teacher and support LSA/TA to received training on teaching hearing impaired children.</p> <p>Class teacher and support LSA/TA to received diabetes training and two other members of staff already trained to receive refresher training.</p>	MM/AD to arrange of site training	Autumn 2018	Staff trained.

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the full governing body...

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

**Appendix 1: Accessibility audit – to discuss and amend at Full Gov Body Meeting**

<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				
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