

Heather Primary School Accessibility Plan 2021- 2024



This policy was approved by the Governing Body of Heather Primary	Date – May 2021
Signed	 K Downing – Chair
Signed	 A Smith – Chair

Version	Date	Author	Reason For Change
0.1	May 2021	MM	Complete review

Review Frequency – Three years	Next Review Date June 2024
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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 aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

- 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
- Healthy Child Program Nurse

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>Access to and participation within the curriculum</p> <p>To Increase access to the curriculum for pupils with a disability</p>		<p>To review all statutory policies to ensure that they reflect inclusive practice and procedure</p>	<p>To comply with the Equality Act 2010</p>	<p>MM and all staff</p>	<p>Ongoing</p>	<p>Policies are up to date and reflect inclusive practice and procedure</p>
<p>All staff have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for</p>	<p><i>Our school has high expectations and a differentiated curriculum where necessarily. 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>To review staff skills/CPD logs. Plan CPD refreshes where appropriate.</p> <p>CPD for staff involving outside agencies where necessary</p>	<p>To continue trains staff to meet the needs of individual children</p> <p>Staff meeting times for all staff to share good practice</p>	<p>MM and all staff 1</p>	<p>ongoing</p>	<p>Staff are skilled and equipped to meet the needs of all children</p>

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information and advice	<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><i>Parents regularly informed of their children's progress.</i></p> <p><i>Staff CPD is reviewed and updated regularly. Extra CPD is sought either from in house expertise or a range of outside agencies to deliver bespoke/high quality</i></p>	Ongoing Curriculum review to ensure it is meeting the needs of the children	<p>End of year curriculum review – future long-term plans adapted accordingly</p> <p>Seek advice and equipmtn from specialist teaching services</p>			
Space around school is appropriate for	Classrooms and other areas are optimally orgnaise for those with disability	Utilise outdoor area and other relevant spaces in school. Refurbish the Garden Room and court yard area to ensure	Fundraising projects to revitalise and improve these areas	MM	Summer 2023	Area refurbished and used by children and staff

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those with a disability		they are comfortable and attractive spaces to learn. secure access and quiet spaces				
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 but not limited to:</i></p> <p><i>Premises officer completes regular site walks to check that - pathways are keep clear, fencing is secure etc.</i></p> <p><i>Disabled toilets</i></p>	<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, SRL</p> <p>MM, SRL</p>	Spring 2022	<p>Signs in place and plana available.</p> <p>Disabled people aware of wheelchair access to all parts of the school.</p>
Improve the delivery of information to pupils with a disability and/or SEN pupil	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes but not limited to:</i></p> <p><i>Pictorial or symbolic representations</i></p> <p><i>Liaising with outside agencies regarding those</i></p>	To ensure new/established members of staff to the school and new members of staff to the children have received to appropriate training.	<p>SENCo and class teacher meetings</p> <p>School SEND Support plans written by class teachers in collaboration with parents</p>	MM/SF/LT to arrange of site training	On going	Progress made/achieved SEND Support plan targets

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	<p><i>with on-going health need</i></p> <p><i>Support of experienced and knowledgeable SENCO</i></p> <p><i>Support staff trained in key areas</i></p>	<p>To finely review the attainment of all SEND pupils</p>	<p>Pupil progress meetings</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p>			

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
- Medicine and Management Procedures

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

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access	<p>Main corridor accessible via front door.</p> <p>Obama corridor not accessible</p>			
Lifts	None			
Parking bays	None	Visitors are asked to specify if they need an accessible parking space prior to visiting the school		
Entrances	Main entrance accessible. Three classrooms accessible from the play ground			
Ramps	No in situ			
Toilets	1 accessible toilet in place			

Reception area	Accessible via the main entrance			
Internal signage	To be reviewed			
Emergency escape routes	All clearly identified			