

## Heron Way Primary School Accessibility Plan

Date	Review Date	Coordinator	Nominated Governor
January 2021	January 2022	SLT	Head Teacher and Associate Governor – Premises Manager  Reported to Resources Committee

## **Introduction**

This plan is compliant with current legislation as specified in Schedule 10 of the Equality Act 2010, relating to Disability, and the scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

## **Definition of Disability**

“A disabled person is someone who has a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.” **The Equality Act, 2010**

## **Objectives**

- To increase the extent to which disabled persons (as broadly defined by the DDA) can access and participate in the School's curriculum.
- To improve the School's physical environment so that disabled persons can take advantage of the education and associated activities offered.
- To endeavour to ensure that disabled persons have access to School communications.

## **Principles**

1. Compliance with the DDA is consistent with the School's aims and Governors and Staff will have regard for its aims and above objectives when carrying out their duties.
2. We will endeavour to not treat disabled persons less favourably; and take reasonable steps to avoid putting disabled persons at a substantial disadvantage because of their disability.
3. Reflect the anticipated and actual needs of our community in its broadest definition and the needs will be ascertained through discussion with the School's SENCo.
4. We recognise that disabled individuals, parents of disabled pupils and voluntary organisations working with the disabled will have knowledge and experience that can help inform our actions.
5. We will continue to seek the advice of LA services, such as specialist teacher advisors and SEND inspectors/advisors, and of appropriate health professionals.
6. We will review and amend the Accessibility Plan annually and The Disability Equality policy will be reviewed bi-annually.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Heron Way Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually by the Head Teacher

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that disabled pupils are as equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

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

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. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and other activities and educational visits.

Target	Strategies	Timescale	Responsibility	Success Criteria
To identify pupils who may need additional support or a different from provision	To meet with parents/external agencies  To use relevant reports to inform understanding and provision	Ongoing	All Staff	Procedures/equipment/ideas set in place
To establish close liaison with parents and to agree a joint approach to accessibility and access	To ensure collaboration and sharing between school and families e.g.  Two parents evenings per year and in addition meet with SEND parents each term	Ongoing	HT DH SENCo Class teachers	Clear collaborative working approach where home and school use their best endeavours for the children.
To establish and maintain close liaisons with outside agencies for pupils with on-going SEND	Ensure collaboration and connection between specialist agencies and the school. The school actively engages with external agencies for support	Ongoing	HT SLT SENCo Class teachers	Advice from outside agencies is implemented by the school and supported by parents/carers.  Reasonable adjustments made using advice from external agencies and reports e.g. EHCP

<p>To monitor the progress of all children.</p>	<p>Formative and summative assessments inform the school and parents of academic progress and age-related expectations.</p> <p>SEND surgeries and pastoral support</p> <p>Regular reporting of this to parents (where appropriate)</p>	<p>Ongoing - summative assessments occur on a half/termly basis.</p>	<p>HT SLT SENCo Class teachers</p>	<p>All children making progress Progress made towards ILP targets Provision mapping shows clear steps and progress made Next steps identified for all children (e.g. Intervention programmes as necessary)</p>
<p>To monitor attainment of more able children</p>	<p>Policy and More able list to be updated</p> <p>More able children to be identified</p> <p>Challenge and engagement of more able children assessed</p> <p>Tracking monitored</p>	<p>Ongoing</p>	<p>HT SLT SENCo Class teachers</p>	<p>More able children making proportionate progress.</p> <p>Achieving above average results</p>
<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of a variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <p>Wheelchair access</p> <p>Provision for disabilities as advised</p> <p>Relevant training for relevant staff</p>	<p>Ongoing</p>	<p>HT SLT SENCo Class teachers</p>	<p>The school will have employed their best endeavours and made reasonable adjustments to allow this to happen - Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents</p>

	Giving alternatives to enable disabled pupils to participate successfully in lessons			and staff are represented within the school
Improve the ability of the staff to differentiate the curriculum	Staff training on strategies to find innovative ways to improve curriculum access	Ongoing and as required	SENCo and All Staff	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure that all classroom staff have training on specific disability issues	Be aware of the needs of specific children and <b>make best endeavours to ensure</b> that the staff have adequate training to meet those needs. Staff access appropriate CPD	As required	HT SENCo All teaching staff Specialists/external agencies	Raised confidence of our support staff and the ability for the school to be able to allow access to the curriculum for all pupils
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required by the specifics of the class and the children	SENCo and members of staff that need to be aware of the additional needs of the children within the school	All staff within the school aware of the additional needs of individual pupils
Use specific ICT software to support curricular access for those children with additional needs	Ensure software (such as clicker) is installed on computers to allow access. Those children that find using a computer an advantage to accessing the curriculum to have use of one			
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	Trip Coordinator	All children have access to trips

## Improving access to the physical environment of the school

Heron Way Primary School is continuing to grow and develop – we have expanded greatly over the last seven years. The following has been added:

- 4 classrooms
- 1 large hall
- 1 small hall
- Kitchen
- Enhanced learning room
- Learning Hub
  
- Basic hygiene Room

The school has also *refurbished* its existing classrooms and circulation areas in *recent* years. We have improved flooring layouts by removing mat wells. The routes around the school and within classrooms are as accessible as possible.

The school has already removed some steps and unnecessary changes in floor level. *Once in the school entrance all parts of the school are accessible apart from the single hut. Exit routes from classrooms in the original building do involve one step down, should this need to be altered for an individual specific needs then this would be carried out at the time.*

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of the ILP process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers Consider access needs during recruitment process</p>	<p>Ongoing and as required</p> <p>Induction and ongoing</p> <p>Recruitment Process</p>	<p>SENCo</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p>	<p>ILP's in place for those pupils that need specific access arrangements. Health Care plans created, if needed.</p> <p>The needs of all staff, parents and Govs are met</p>
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Ongoing/Immediate effect	<p>Whole school team</p> <p>With immediate effect to be constantly reviewed</p>	
Ensuring disabled parents have every opportunity to be involved	<p>Utilise disabled parking spaces for disabled to drop off &amp; collect children</p> <p>Offer support to explain letters home for parents who need this</p>	Ongoing as necessary	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education



	<p>Maintain a more proactive approach to identifying the access requirements of disabled parents</p> <p>Arrange interpreters from the RNID to communicate with deaf parents</p>			
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/ School Surveyor	Buildings that are new or redesigned are accessible to all
Ensure access to reception area to all	<p>Improve access to reception area during any re-design</p> <p>Develop system to allow entry for wheel chair users</p>	Consider in any new development 2013-2016	Premises Manager Premises Governors Committee	Disabled parents/carers/visitors feel welcome
Improve signage and external access for visually impaired people	Colours to determine edges etc	Ongoing	Premises Manager	Visually impaired visitors and staff feel safe to move around the building
Ensure all disabled pupils can be safely evacuated	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p>	As required	SENCo  Premises Manager	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	<p>Alternative equipment in place to ensure access to all hardware including hall</p> <p>Liaise with VI/HI on information with regard to</p>	On-going and as required Software may be required	ICT	Hardware and software available to meet the needs of children as appropriate

	the visual impaired and hearing impaired pupils			
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	Specialist and School Nurse	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access  Egress routes visual check	On-going and as required and as appropriate  Weekly	Local Authority	All disabled staff, pupils and visitors able to have safe independent egress

## Improving the delivery of written information to all pupils

This will include planning to make written information that is normally provided by the school to its pupils available to all pupils. Examples might include hand-outs, 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 timeframe.

In planning to make written information available to all pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English	During induction	School Office	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On-going Current	School Office	
Improve the delivery of information in writing in an appropriate format	<p>Provide suitably enlarged, clear print for pupils with a visual impairment</p> <p>Providing resources as guided by Sensory Support</p> <p>Auditing the school library to ensure the availability of large fonts and easy read texts will improve access.</p> <p>Auditing signage around the school to ensure that</p>	As Required	School Office	Communication accessible by all

	is accessible to all is a valuable exercise.			
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENCo	Staff to produce their own information as and when required
Annual review information to be as accessible as possible	Develop child friendly ILP and review formats	Ongoing	SENCo	Awareness of preferred method of parental communication
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCo	Pupils and Parents who are EAL or other communication barriers feel supported by the school
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure Prospectus is available via the school website	2015	School Office	All can access information about the school