



**Heron Way Primary School**

Heron Way  
Horsham  
West Sussex  
RH13 6DJ

Tel: 01403 261944  
Fax: 01403 262369

HEADTEACHER: Mr James Crump

[office@heronway.w-sussex.sch.uk](mailto:office@heronway.w-sussex.sch.uk)

**HERON WAY PRIMARY SCHOOL**

**ACCESSIBILITY PLAN**

**Created – Jan 2015**

**Review Date – Jan 2018**

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.

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 pupils with a disability 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 first 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 first 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
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 support staff have training on specific disability issues	Be aware of the needs of specific children and ensure that the staff have adequate training to meet those needs. Staff access appropriate CPD	As required	SENCo	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 Co-ordinator	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 two years. The following has been added:

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

The school is also refurbishing its existing classrooms and circulation areas. We will monitor our provision to ensure that the routes around the school and within classrooms are as accessible as possible. The school has already worked hard to remove steps and unnecessary changes in floor level.

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	To create access plans for individual disabled pupils as part of the IEP process when required	Ongoing and as required	SENCo	ILP's in place for those pupils that need specific access arrangements.
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and ongoing	Headteacher	The needs of all staff, parents and Goves are met
	Through questions and discussions find out the access needs of parents/carers		Headteacher	

	Consider access needs during recruitment process	Recruitment Process	Headteacher	
<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
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	Improve access to reception area during any re-design Develop system to allow entry for wheel chair users	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	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties  Develop a system to ensure all staff are aware of their responsibilities	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	Alternative equipment in place to ensure access to all hardware including hall  Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required	ICT	Hardware and software available to meet the needs of children as appropriate

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
Target	Strategies	Timescale	Responsibility	Success Criteria
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  School office will support and help parents to access information and complete school forms	During induction  On-going Current	School Office  School Office	All parents receive information in a form that they can access

Target	Strategies	Timescale	Responsibility	Success Criteria
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As Required	School Office	Communication accessible by all
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

**Revised January 2015**