

Heath Primary School

Accessibility Plan 2020 – 2024

Heath Primary School aims to lay the foundations for life-long learning, so children become successful young adults who embrace the challenges ahead. We are here to make a difference, to inspire, nurture and encourage children to be the best they can be.

Purpose of Plan

This plan shows how Heath Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school 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)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

Contextual Information

Heath Primary School's key stage 1 and 2 buildings have been in place since 1900 with a nursery and extended provision being added from 1990 onwards. Adoptions have been put in place over the years to aid access however the key stage two building is in line for a full refurbishment and extension which is planned on being completed by 2022. This will ensure the building is more accessible and in line with regulations. The key stage one building has recently had electrical work which brings this building up to specification.

Current Range of Known Disabilities

The school has children with a range of disabilities from physical to moderate and specific learning disabilities.

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 cultural activities and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia, differentiation and recording methods when required. Online learning modules available if required	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff
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	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Use ICT software to support learning	As required	ICT	Wider use of SEN resources in classrooms
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	HT/BM	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE Co-ordinator	All to have access to PE and be able to excel

Improving Access to the Physical Environment of the School

Heath Primary School is continuing to grow and develop – The PSBP2 project will enable us to grow further with the addition of two new classrooms as well as a larger hall and much needed nurture space. We will also be able to improve the current facilities on site.

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. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	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. Be aware of staff, governors and parents access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/carers through newsletter. Consider access needs during recruitment process	As required Induction and on-going if required Annually Recruitment process	SENCO Headteacher Headteacher/ Business Manager Headteacher/ Business Manager	IEPs in place for disabled pupils and all staff aware of pupilsneeds. All staff and governors feel confident their needs are met. Parents have full access to all school Activities. Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers and visitors when considering any redesign	As required	Head/ Business Manager/ School Surveyor	Re-designed buildings are usable by all
Ensure access to reception area to all	Improve access to reception area during any re-design	Consider in refurb plans	Business Manager	Disabled parents/carers/ visitors feel welcome
Improve signage and external access for visually impaired people	Yellow strip mark step edges in all areas	On going	Business Manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Ensure all staff are aware of their responsibilities	As required On going	Business 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	On-going and as required Software may be	ICT	Hardware and software available to meet the needs of children as appropriate

	and hearing impaired pupil	required		
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	As required	LA	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school have wheelchair access Egress routes visual and checked to be free of hazard	On-going Weekly	LA Caretaker	All disabled staff, pupils and visitors able to have safe independent egress

Improving the Delivery of Written Information to Disabled Pupils, Parents and Carers

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, 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 disabled 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	Time-scale	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 Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Ascertain need during induction On going	Office	All parents receive information in a form that they can access
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	On going	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On going	SENCO	Staff updated

Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On going	SENCO	Staff more aware of pupils preferred method of communications.
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	As required	SENCO	Confidence of parents to access their child's education
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/or parents feel supported and included
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 website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website	On going	Office	All can access information about the school

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

- Curriculum Policy
- Equality and Diversity Policy
- Health, Safety and Welfare Policy
- SEND Policy
- Behaviour Policy
- School Improvement Plan
- School Brochure

A list of all policies agreed by the governors is displayed on both staff noticeboards as well as the safeguarding board in the main staffroom.