



Accessibility Plan

This policy was reviewed in Term 5 2018
and will be reviewed in line with the statutory advice every three years.

ACCESSIBILITY PLAN

Date of Policy: May 2018

Date of review: May 2021

Date of interim review: September 2019

HERON PRIMARY SCHOOL ACCESSIBILITY PLAN

Heron Primary School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The school is committed to ensuring equal access for all its employees, pupils and other members of our school community with any disability. We will ensure that anyone with a disability is not treated less favourably in any procedures, practises and service delivery.

Introduction

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

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.

Definition of Disability

'A person suffers a disability 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 carry out normal day-to-day activities'.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

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.

The school recognises its duty under the above acts:

- not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services,
- to take reasonable steps to avoid putting disabled pupils at substantial disadvantage,
- to publish an Accessibility Plan.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her abilities to carry out normal activities and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum. The curriculum is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. It endorses the key principles of the National Curriculum Framework which underpin the development of a more inclusive curriculum: setting suitable learning challenges; responding to pupils'

diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activities

The plan covers all three main strands of the planning duty:

1. Education & related activities

The school will continue to seek and follow the advice of Local Authority services, such as advisory teachers and other specialists, and professionals from the Primary Care Trust (PCT). We wish to increase the extent to which disabled pupils can participate in the school's curriculum.

2. Physical Environment

The school will take full account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

3. Provision of information

The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Other Related Policies

The plan will contribute to the review and revision of the school's other policies and documentation including:

- Teaching and Learning Policy
- School Development Plan
- Asset Management Plan
- Offsite Visit Policy
- Equal Opportunities Policy
- SEN Policy
- Behaviour Policy
- Anti-bullying Policy
- Exclusions
- Admissions Policy
- Prospectus

Aims

Heron Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- Having high expectations of all pupils
- Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- Planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- Planning the physical environment of the school to cater for the needs of pupils with disabilities
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- By providing written information for pupils with disabilities in a form which is user friendly
- By using language which does not offend in all its literature and make staff and pupils aware of the importance of language
- By examining our library and reading books to ensure that there are examples of positive images of disabled people

Monitoring

Heron Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions
- Attainment
- Attendance
- Exclusions
- SEN Register
- Impact of teaching & learning
- Extra-curricular activities
- Trips and residential visits
- Homework
- Selection & recruitment of staff
- Governing Body representation
- Parents attending consultation meetings

Review of previous Accessibility Plan

- DES Working Party established including staff, Governor, parent/carer and other stakeholder representation.
- School policies reviewed to ensure compliance with DDA requirements.
- Ongoing training for staff.
- Site & premises modifications and improvements including:
 - Relocation of disabled toilet to fully meet DDA regulations.
 - Improvement to first aid room including privacy window.
 - New external doors fitted to comply with wheelchair access.
 - Internal doors fitted with contrasting door furniture for those with visual impairment. Handles also at appropriate height for wheelchair users.
 - CAT 3 lighting now fitted in all areas with the exception of hall, corridors and library.
 - Personal Emergency Evacuation Plans (PEEP's) in place.



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**Appendix 1
Disability Equality Scheme (DES) Action Plan –2018-2021**

Priority	Actions Required	Success Criteria	Timescale	Responsibility
Accessibility Plan Reviewed	Facilities Committee complete review and identify priorities	Priorities fed back to Full Governing Body	June 2018	Liz Miles (School Business Manager)
Autism Mark Awareness Training	Jo Mason (SENCO) to lead whole staff inset and embed learning into curriculum and environment	Autism mark awarded to school and strategies to support this embedded within school		Jo Mason (Senco) Claire Brookes (Headteacher)
DDA Improvements to Year 5/6 corridor to ensure accessibility for pupils and all other stakeholders	LA/Consultants & School ensure that the design meets every aspect of DDA compliance	Year 5/6 accessible to all pupils, staff etc in time for pupil admittance to Year 5	September 2018	Liz Miles (School Business Manager) LA – Mike German
Joint working with ATS (Advisory Teaching Service) to embed strategies that support total inclusivity, for example PE Lessons	All staff aware of inclusive PE lessons using games such as Boccia etc and embed in curriculum practice	Planning reflects learning for inclusive games	September 2018	Jason Brentley Jo Mason Claire Brookes
To continue to provide relevant and appropriate support to pupils with additional needs as needed	Pupils continue to receive specific support from TA's budget reflects ability to provide support	TA's continue to be in place and supporting pupils as needed	September 2018	Liz Miles Claire Brookes Jo Mason

