

**HIGH STREET PRIMARY
SCHOOL**

**ACCESSIBILITY POLICY
2016-2018**



Reviewed October 2016

This Accessibility Policy (and the attached action plan) is 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/carers 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. High Street 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 Disability Discrimination Act. 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.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.
8. The School's complaints procedure covers the Accessibility Plan.
9. The Plan will be monitored through the Governing meetings.
10. The Plan will be monitored by Ofsted as part of their inspection cycle.
11. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

HIGH STREET PRIMARY SCHOOL

ACCESSIBILITY PLAN

2016-2018



Physical Environment

Targets	Strategies	Timescale	Staff	Success criteria
School is aware of the access needs of disabled children, staff and parent/carers	a. Create access plans and individual disabled children as part of IEP process b. Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings etc. c. Include questions in confidential pupil questionnaire about parents/carers' access needs and ensure they are met. d. Ensure staff are aware of Access Plan and DDA requirements. e. All contractors doing repairs and maintenance to work to Environment Access Standard	As required 2016 2016 2016 On going	SENDCo HT/SBM HT/SBM HT /SBM	Individual plans are in place for all disabled pupils and all staff aware of all pupils' access needs. Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings. Parents able to access fully all school activities Access issues not influencing recruitment and retention decisions. On-going improvements in access to all areas in R&M works.
School staff are better aware of access issues				
Improve access to the reception area	a. Rearrange furniture so area is wheelchair accessible and put in waiting chairs for visitors b. Put up clear signs with symbols, welcome sign in different languages	Completed Completed	SBM SBM	Disabled parents/carers and visitors with EAL feel more welcome.
Improve signage and external access for visually impaired people	a. Replace external light bulbs immediately when required b. Paint yellow stripes on edge of all external steps/replace paving	As required Completed	Caretaker SBM	Visually impaired people feel safe in the grounds. Access around the site easier for all.
Repaint classrooms in colours with contrasting woodwork	a. When areas of the school are painted under R and M, include contrasting colours	As required	SBM Contractors	Colour schemes that support teaching, learning and behaviour. Classes accessible for visually impaired pupils.
Ensure that all disabled pupils can be safely evacuated	a. Put in place Personal Emergency Evacuation Plans b. Develop a system to ensure all staff are aware of their responsibilities	As required	SENDCo HT	All disabled children and staff working with them are safe and confident in event of fire.
Paint a disabled person's parking bay with access to school building.	a. Allocate a space	Completed	HT	Accessible parking bay for disabled staff/visitors. Easy access from car park to reception for wheelchair users/people with pushchairs etc.
Improve accessibility of the ICT suite	a. Seek advice on accessible hardware (keyboards and mice) to inform replacement	2016	ICT lead	Layout optimises teaching and learning and behaviour. Hardware available to meet needs of a wider range of children.
Review and replace inadequate lighting	a. Seek advice on the lighting in all teaching areas from the Sensory Impaired Children's Team	On going	SENDCo SBM Contractor	Lighting improved for visually impaired and hearing impaired children currently in school.

Investigate improvements to acoustics in the hall	a. Seek advice from the Sensory Impaired Children's Team b. Make alterations e.g. curtains, ceiling tiles etc	Completed	SENDCo, HT and SBM	Hearing impaired children and adults better able to access activities in Hall.
Install an accessible toilet for pupils with an inbuilt hygiene area	a. Installation of a disabled toilet b. Instruct contractors to complete works over the Summer holidays	Completed	SBM	Able to admit a wider range of pupils with impairments.
Ensure all fire escape routes are suitable for all	a. Request advice from Fire Officer on accessibility of exit routes and fire doors b. Alter the fire doors to make them accessible to disabled people c. Paint fire escape in anti-slip paint	Completed	SBM	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.
Ensure the reception security and entry system is accessible and welcoming	a. Carry out access audit on reception area and consult disabled people's organisations b. Install new swipe secure easy access system to reception area in consultation with disabled organisations	Completed	SBM	All disabled people able to access reception and enter independently.

Access to the Curriculum				
Targets	Strategies	Timescale	Staff	Success criteria
Training for CTs on differentiating the curriculum, within new SEN Code of Practice.	a. Training for Class Teachers on differentiating the curriculum, with consideration for new SEN Code of Practice.	Completed	SLT All teach	All Class Teachers are in the best position to meet the requirements of disabled children's needs with regards to accessing the curriculum.
Audit of pupil needs by SENDCo	a. Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	As required	All teach SENDCo	Class Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. Seek advice from other professionals
Classrooms are organised to promote the participation of the whole range of pupils.	a. Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. b. Staff trained in communication Friendly Spaces by Elizabeth Jarmin	Completed	All teach HT	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Classrooms decluttered and learning environments calm and concise to learning
Increase confidence of staff in differentiating the curriculum	a. Undertake audit of staff training needs on curriculum access as per SEND Policy b. Assign training identified e.g. dyslexia, differentiation, alternative recording and individual staff appraisal	2016	SENDCo SALT	Raised confidence of staff in strategies for differentiation and increased pupil participation.
Ensure TAs have access to specific training on disability issues	a. Use staff audit to identify TA training needs and inform CPD and Performance management objectives	2016	SENDCo SALT	Raised confidence of TAs as above.
Ensure all staff are aware of disabled children's curriculum access including those with specific learning needs e.g. speech and language	a. Set up system of individual access plans for disabled children. b. Set up system for information to be shared with appropriate staff	As required	SENDCo	All staff aware of individual pupils' access needs.
Ensure all staff are aware of, and able to use, SEN software and resources	a. Audit all SEN ICT and other resources and make list available to all staff b. Run individual training sessions on use of SEN Software	2016	SENDCo	Wider use of SEN resources in mainstream classes.
Ensure all school trips and residential are accessible to all	a. Outdoor Education lead support staff in making trips accessible	2016	HT All staff	All children in school able to access all school trips and take part in range of activities.
Review PE Curriculum to make PE	a. Gather information in accessible PE and Disability Sports b. Access to SEND sports events	2016	PE lead	All children able to access PE and disabled children more able to excel in sports.

accessible to all	c. Review PE curriculum to include disability sports			
Review all curriculum areas to include disability issues	a. Include specific reference to disability equality in all curriculum review b. Ensure there is a section on disability equality and curriculum access in policies	2016	HT / DHT / Subj leads	Gradual introduction of disability issues into all curriculum areas.
Ensure all staff have disability equality training	a. Set up Inset training for all staff on disability equality b. Ensure new staff access similar CPD courses	Completed	HT / DHT / all staff	All staff work from a disability equality perspective.

Delivery of Written Information				
Targets	Strategies	Timescale	Staff	Success criteria
Review info to parents/carers to ensure it is accessible	a. Ask parents/carers about access needs when child is admitted to school	On going	HT	All parents getting information in format that they can access e.g. tape, large print, Braille.
Ensure all staff are aware of guidance on accessible formats	a. Distribute guidance on good practice in accessible formats b. Guidance to staff on dyslexia and accessible information c. Hyper-mobility d. Epilepsy e. Severe allergies f. Specific and general speech and language needs	Completed	SENDCo	Staff produce routine information to children in more accessible ways.
Discuss access to information in all annual reviews	a. Ask parents/carers and children about access to information and preferred formats in all reviews b. Develop strategies IEPs to meet needs	On going	SENDCo All teach	Staff are more aware of pupil's preferred methods of communication.
Redesign school brochure to be accessible	a. Seek advice making information accessible. b. Redesign brochure in Plain English etc. and ensure it explicitly welcomes disabled children and those with SEN	Completed	HT / SBM	Parents/carers feel confident in the information they have about the school.
Produce accessible leaflet and increase support for parents of disabled children and those with specific physical and learning needs	a. Work with parents of disabled children to produce an accessible SEN leaflet for the school. b. Set up a parents' group for training and support c. Establish a parent's information board on SEN / disability issues	As required	SENDCo SENDCo SALT	Increased confidence of parents of disabled children and those with SEN to support their children's education.
Children are aware of their own learning styles and access needs	a. Encourage pupils to express their access needs and explore learning styles	On-going	All staff	Children able to articulate their access needs and understand their own learning styles.
Review all signs in school	a. Replace written signs including symbols over time b. Put symbols onto displays to enhance text	On-going	HT SBM SALT	Everyone can understand signage and find way around school.
Develop visual timetabling	a. Staff meeting to share good practice b. Agree whole school approach	January 2016	SENDCo	All children clear about timetable and secure about what is happening.