



ACCESSIBILITY PLAN

This policy was approved by the Local Governing Body on:-	2017
The policy owner is:	Heather Avenue Infant School
This policy will be reviewed by the Local Governing Body in: (unless earlier review is recommended by the Trust)	2020
Policy Version:	V1.2 (2019)
Signed by the Chair of the Local Governing Body:-	Mrs Ruth Lilley
Ratified by the Board of Trustees	03.07.17
Signed by the Chair of Trustee Board	Mr John Smith

Statement of intent

This plan outlines the proposals of the governing body of Heather Avenue Infant School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, there must be regard for the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Enquiry	Action	Who	When	Outcome	Review
Use of Progress Review meetings to monitor and provide effective support/resources for all children	Progress review meetings have focus on disabled pupils and how we can best meet their needs in school	SMT/Class teachers	Half Termly	SMT and class teacher are aware of the needs of all children and are supported to provide the appropriate support for each child to access the curriculum All children receive the correct support and their needs are met enabling them to make progress	Summer 2019
Staff training to support all members of staff in providing best educational experience catered to the needs of the children.	Needs of children audited and staff training put in place to meet needs as required	SMT	Autumn 2019	Staff have the skills to support the children to access the curriculum at their level	Summer 2019
Classroom organisation takes into account the needs of all children Accessibility Plan 2018: Page 3	Classrooms organised so that children are able to work with as much independence as possible.	SMT/Class teachers	Autumn 2019	Children able to access resources and work independently	Summer 2019

Review learning in the outside environment	Ensure that outside environment is accessible to all learners in our school	SMT	Summer 2019	School buildings and outside areas are fully accessible	Summer 2020
SEND Learning plans reflect the views of the child/parents in meeting the child's needs	Ensure that child/parents views are collected and considered when creating profile	Senco and Class Teachers	Autumn 2019	Views of children and parents are considered when meeting the needs of children with disabilities. Children/parents know that their views are valued and acted upon	Summer 2019
To develop emotional health and well-being Education	PE co-ordinator to develop strategies across school to develop our emotional health and well-being education	PE coordinator with all teachers	Spring 2019	Children are equipped with skills necessary to support them in developing positive emotional health and well-being	Summer 2019

Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Enquiry	Action	Who	When	Outcome	Review
Steps to buildings require highlighting	Steps to be painted with a line of yellow on the top outer edge to raise visual awareness	SMT to organise	Autumn 2019	Better visuals of steps to buildings ensuring that all members of school community are able to see steps and have safer access to buildings	Spring 2020
Lighting around school	Review lighting around school Increase lighting to areas as required	SMT/Caretaker	Autumn 2019	Better visuals around school site during darkness, particularly relevant in Autumn and Winter months when daylight hours are shorter <i>Lighting added to main walk way through site, around canteen and Nurture Room Autumn 2017</i> <i>Added to further lighting to canteen Spring 2019 to support vision on route to nurture room</i>	Autumn 2020

Wheelchair access at school	<p>Audit the access of wheel chairs at our school</p> <p>Ensure all areas of school are organised so that there is wheel chair access in all areas</p>	SMT	Summer 2019	Wheelchair users have access to all areas of school	Autumn 2019
Disabled toilets	<p>Ensure that each teaching block has access to a disabled toilet</p> <p>Add hand rail to the toilets in Badgers reception block</p>	SMT	Summer 2019	Access to disabled toilets for all children who require this	Autumn 2019

Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Enquiry	Action	Who	When	Outcome	Review
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	SMT/Class teachers	Autumn 2019	Information accessible to all members of school community in a format to meet all needs	Autumn 2020
Review documentation on website to check accessibility for parents with English as an Additional Language Accessibility Plan 2018: Page 7	The school will review formats published on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	SMT	Autumn 2019	Information accessible to all members of school community in a format to meet all needs <i>Google translate added to website Spring 2017</i>	Autumn 2020

Access training to support children in accessing all information given	Sign language training Training to support staff in meeting the needs of all pupils	SMT/Class teachers	Autumn 2019	All children will be able to access the information given in an appropriate format to meet their needs <i>All Reception staff trained in Level 1 Autumn 2016</i>	Autumn 2020
To develop the use of Parent café's across school	The school will provide parents café's as a method of sharing information	Senco, PSA Teachers	Autumn 2019	Parents will feel better informed with the option of gathering information from a less formal setting	Autumn 2020