HARESTOCK PRIMARY SCHOOL

Policy Statement – Accessibility plan   (approved)

Date: Summer term 2015

Review: Summer term 2019

Rationale
The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:
- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
- ❑ increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Purposes
1. **Starting points**
   1a Vision and values
   1b Involvement
   1c Information gathering
2. **Main priorities**
   2a Access to the curriculum
   2b Improvement to the physical environment
   2c Information in different formats
3. **Making it happen**
   3a Implementation and action plans
   3b Publication and reporting
   3c Reviewing and revising the plan.

Guidelines
1. Starting points
1a: Vision and values
Harestock Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.
The school will
- set suitable learning challenges
- respond to pupils diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

The school aims to identify and remove barriers to disabled pupils in every area of school life and make all children feel welcome irrespective of race, colour, creed or impairment.

1b: Involvement
This will include
- The views and aspirations of disabled children.
- The views and aspirations of the parents of disabled children
- The views and aspirations of other disabled people or voluntary organisations.
- The priorities of the local authority.

1c: Information gathering from pupil data and school audit
Definition
The definition of disability is defined by the Disability Discrimination Act 1995(DDA).
"A person has 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"
About 7% of children under the age of 16 may have a disability.
Use of data
The school will use all available information and data to identify disabled individuals and use the data to support the accessibility plan.
Currently the data includes
- Entry details including parental information
- SEN audit
- Data collated on teaching staff
- School disability audit
- Advance information and consultation with Pre schools and Health Service to identify disabled pupils before they start school.

Outcomes
- The school will also make detailed analysis of outcome data at the end of FSP and Key stage 1 to check the progress of these children
- Ensure these children are checked in lesson observations and Head teacher monitoring
- Check the achievements of disabled children in extra curricular activities
- Ensure the five Every Child Matters outcomes are integrated into the school.

2. Main priorities in the school's plan
2a: Increasing the extent to which disabled pupils can participate in the school curriculum
- Ensure that teachers and LSA's have the necessary training to teach and support disabled pupils.
- Ensure the classrooms are optimally organised for disabled pupils
- Ensure all lessons provide opportunities for all pupils to achieve
- Check that all lessons are responsive to pupil diversity
- Provide that lessons involve work to be done by individuals, pairs, groups and the whole class
- Ensure that all pupils are encouraged to take part in music, drama and physical activities.
- Check that staff recognise and allow for the mental effort expended by some disabled pupils i.e. lip reading for a deaf child, physical exercise for some disabled children.
- Ensure that all pupils and staff can effectively maximise the use of accessibility features built in to currently available technology.
- Monitor and exploit the potential of new and future developments in ICT as a means of addressing current barriers to participation.
- Provide staff, pupils and parents with the necessary skills and knowledge to create a positive attitude towards using technology as a tool for providing inclusive education.
- Check that school visits are open to all.
- Provide high expectations of all pupils
- Seek to remove all barriers to learning and participation

2b: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:
- Check the layout of areas allow access for all pupils
- Ensure that wheelchairs can access the whole building
- Check that pathways around the school are logical and well signed

- Ensure emergency and evacuation systems inform all children, alarms being visual and auditory.
- Provide décor and signage suitable for all children and not confusing or disorientating to those with visual impairment, autism or epilepsy.
- Check that all areas are well lit
- Check to reduce background noise for hearing impaired children
- Ensure furniture is selected and located to suit all children

2c: **Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**
- Provide information in simple language, symbols, large print ,audio tape or Braille for pupils who have difficulty with standard forms of print
- Ensure information is presented in user friendly ways to disabled pupils when working in groups
- Provide written information in different formats as required
- Ensure staff are familiar with technology and practices to support disabled pupils.
- Check preferences expressed by the pupils or their parents

3: Making it happen
3a: Implementation and action plans

In order to ensure that action is taken to meet the Accessibility plan priorities, Harestock Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the will be met.

The following action plan have been written using the Hampshire Self Audit Form and with the advice of Hampshire's D.D.A advisory service.

HARESTOCK PRIMARY SCHOOL

ACCESSIBILITY PLAN SEPTEMBER 2015 - SEPTEMBER 2019

SHORT TERM	TARGETS	STRATEGIES	OUTCOME	Timescale + Priority	Completed
	Investigate drop kerb facility from car park to main entrance	Contact Property Services regarding advice and funding	Easier access for wheelchair users	Contact HCC Year 1 Med	
	To ensure disabled pupils can participate in the school curriculum fully	Ensure teachers and LSAs have the necessary training to teach and support pupils Check each summer term for new Year R children who may need extra support	Pupils can participate fully	Yearly High	
	To ensure the physical environment of the school does not hinder disabled pupils	Ensure wheelchairs can access the whole building (investigate purchasing rubber fillets in the library at doorway (slight ramp) and a ramp for the temp classrooms available when necessary)	Wheel chair friendly school and grounds	Investigate purchase Year 1 Medium	
	Ensure visitors at 2 entrances have accessibility information	Move a sign under the main entrance sign asking visitors who require assistance to contact the school office number to the Junior playground gate Put a message on the school website regarding accessibility	Disabled visitors are informed about accessibility	Move sign Year 1 Low	
LONG TERM	TARGETS	STRATEGIES	OUTCOME	TIMESCALE	Completed
	Training for governors and all staff on disability issues	Headteacher to liaise with SENCO/ governors to arrange training	Staff have a more highly developed awareness and knowledge	Whole school training to have been completed by	

				Year 4 Low	
	Liaise with school community to identify future needs	Headteacher to send out a questionnaire	Information gained will help future plans	Questionnaire sent out Year 2 Meduim	
	Improve access to reception area to include lowered counter, induction loop for hearing and users	Headteacher to keep seeking advice from LEA at management partnership meeting each year	Disabled students and parents will have access to enhanced Reception area	Considered yearly	
MEDIUM TERM	**TARGETS**	**STRATEGIES**	**OUTCOME**	**TIMESCALE**	**Completed**
	Replace all coir entrance matting in the front reception areawith wheelchair approved matting	Finance officer to cost ost and replace	Wheelchairs have better grip when entering the school	Replace in Year 3 Meduim	

3b: Publication and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Accessibility Plan, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

3c Reviewing and revising
This scheme will be reviewed and revised every year
1-year period covered by the plan: September 2012 - 2013

Policies linked to Accessibility plan
This Plan will contribute to the review and revision of related school policies, e.g.

- ❖ Curriculum policies.
- ❖ Building and site development plans.
- ❖ Disability equality scheme
- ❖ Equal Opportunities policy.
- ❖ Equal opportunities employment policy
- ❖ Gender equality scheme
- ❖ Pay policy
- ❖ SEN policy