

Accessibility Plan



Policy Version Control

Policy type	School
Policy prepared by (name and designation)	Helen Tarokh (Headteacher) with Susan Wilson (Assistant Headteacher)
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Date of LGB approval	
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Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the local governing body of Heathfield Primary 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, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board 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.

Signed by:

H. C. Tarokh

Headteacher

6-9-19

Date:

Chair of governors

Date:

Next review date: September 2020

Planning duty 1: Curriculum

Governing boards 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.

	Issue	What	Who	When	Outcome	Review
Short term	Sometimes children with special needs don't take part in school events e.g. residential	Continue to be proactive in working with parents/carers to remove barriers to attendance at events	School staff	Residential 2020 (organised in Spring 2020)	More children with special needs attend residential and other school events	Summer 2020
Medium term	Some staff struggle to manage challenging behaviour	Training and support for staff to manage challenging behaviour more effectively	Teachers and TAs supported by SENDCo and mental health lead	Training sessions throughout the year	A larger number of staff are confident with managing challenging behaviour (staff and pupil interviews)	Autumn 2020
Long term	Tasks could be pitched or presented more effectively to SEND pupils to maximise their access	Training and support for teachers to ensure that tasks are appropriate and differentiated where necessary to make them more accessible	Teachers – supported by SENDCo	SEND surgeries which take place termly, SEND INSET sessions through the year	Lesson observations/pupil interviews show that SEND pupils are well catered for in lessons	Autumn 2020

Planning duty 2: Physical environment

Governing boards 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.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of site	SENCO/SEND governor/School Business Manager/Caretaker/H and S advisor	By Christmas 2019	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Spring 2020
Medium term	Issues arising from the audit which are cost neutral are addressed in the medium term	Dependent on outcome of audit	School staff	Spring and Summer 2020	Site becomes more accessible	Summer 2020
Long term	Issues arising from the audit which have a significant cost are addressed in the longer term	Dependent on outcome of audit – plans budgeted for 20-21	School staff	Autumn 2020	Site becomes more accessible	Spring 2021

Planning duty 3: Information

Governing boards 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.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not know whether school information is accessible or not	Add a question to parent questionnaire SENDCo to look at website with a group of SEND pupils to assess its accessibility SENDCo and office staff to research strategies for improving the accessibility of regular written communications going out to parents/carers	SENCO	Autumn 2019 Spring 2020 Summer 2020	School is aware of accessibility gaps to its information delivery procedures	Summer 2020
	Some parents find it hard to access information about school	Introduce Marvellous Me programme/app to support parents to know more about their child's achievements	Deputy Head for set up/class teachers	Autumn 2019	Parents feel they know more about their pupils' achievements	Autumn 2020
Medium term	Issues arising from the audit which are cost neutral are addressed in the medium term	Dependent on outcome of audit activities	School staff	Spring and Summer 2020	Information is more accessible	Summer 2020

Long term	Issues arising from the audit which have a significant cost are addressed in the longer term	Dependent on outcome of audit – plans budgeted for 20-21	School staff	Autumn 2020	Information is more accessible	Autumn 2020
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