

Accessibility Plan

Name of School: Headlands Primary School

Person(s) Responsible: Headteacher and Governors

Adopted: April 2016

Reviewed: February 2020

To be reviewed February 2022

Distribution: Governors and whole staff

Web Page: www.headlands.org.uk

April 2016 – Approved by Governing Body of Headlands Primary School

February 2020 - Reviewed and updated by Karen Smith, Deputy Head and Inclusion Lead

May 2020 – Approved by Local Governing Body of Headlands Primary School

1. Introduction

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.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery of information to disabled pupils which is provided in writing for pupils who are not disabled.

This Accessibility plan has been developed in consultation with the staff and governors of the school.

2. Current Accessibility Arrangements:

2.1 Admissions

The admission of a child with Special Educational Needs to the School will take into consideration:

- a. The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information.
- b. Following the procedures which are set out in The Inclusion Policy relating to Special Educational Needs.
- c. The availability and possible adaptation of appropriate facilities and resources within the school. These include both physical facilities and reasonable curricular provision.
- d. Specific additional funding from LA, if required.

2.2 Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Building/Area	Features
Main building and entrance including nursery	Most classrooms have flat entrances and exits. There is the provision of two disabled toilets, one with a changing table. Corridors and doors are wide enough for wheel chairs to be used. Doors have low fitted handles. Low access entrance pads are available to main entrance door.
Playground	Available for all pupils. Access is available without the need to use steps.
Field Area	Available for all pupils.
The Quad	Doors wide enough for wheelchair access.

2.3 Evacuation Procedures

The schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in a Personal Evacuation Plan.

2.4 Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should have access to a full and broad curriculum, in line with that followed by their peers.

The school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the school's Inclusion Policy and Local Authority guidelines on Special Educational Needs.

The school's SEN Unit is able to meet the needs of pupils with communication difficulties including Autism.

Physical access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan, one-page profile for the pupil will address the issue, which will

therefore be kept under constant review in conjunction and in consultation with families and professionals.

Advice is sought from the appropriate professionals and agencies.

- Input from specialist (external) teachers
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The School's IT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable, the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's Inclusion Manager and Head Teacher, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests.

The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

2.5 Informal Curriculum

Pupils at Headlands Primary School have always been able to participate fully in the wide range of extra-curricular activities. Adaptations, where possible, will be made to support pupils to access the following:

- Outdoor Learning
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's IEA.

The suitability of any event and the need for additional support is discussed fully with parents and professionals in advance.

3. Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc., then the school will be happy to consider alternative forms of communication.

4. The Accessibility Plan

This Accessibility Plan has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Equality Scheme
- Health & Safety Policy (including procedures for administering medicines)
- Emergency Evacuation Procedures
- Inclusion Policy
- Positive Conduct Policy
- Admissions Policy

5. Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are three Action Plans which show how the school will address the priorities identified in the plan.

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Introduction

For the clarity of this document, a disability is defined as:

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.

The Accessibility Plan

The plan details the arrangements, over a three year period, that we are aiming to implement to increase accessibility for the school for pupils who have disabilities. The Plan is reviewed annually.

The plan focuses on three key areas for development, as recommended by the DDA.

- 1) Increasing access for disabled pupils to the school curriculum
- 2) Improving access to the physical environment of schools
- 3) Improving the delivery of written information to disabled pupils

Responsibilities

Where areas of the school are accessed by the general public the DDA places a requirement to remove the physical barriers to access (where reasonably practical) by October 2004. All subsequent building projects will have regard to improving disabled access.

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AIM1: To increase access for disabled pupils to the school curriculum							
REF	ACTION/ACTIVITY	RESP	TIME	RESOURCES/COST	SUCCESS CRITERIA	MONITORING & EVALUATION	COMMENTS
2.1	To improve access for children with a visual or hearing impairment.						
2.1.1	To provide a classroom in Lower Key Stage 2 that meets the requirements for hearing impaired pupils.	Govs HT		Approx £10-£15K	One classroom in LKS2 has had the reverberation time reduced down to 0.4 seconds.	Govs HT	
2.1.2	'Exploring Access' – carry out an audit the school environment, focusing on the needs of children who have multiple disabilities and visual impairment' (RNIB 2003)	DHT/Inclusion Lead	Jan 2019	Carried out by Sensory Impairment Team	Audit to inform further actions – see report of visit	DHT/Inclusion Lead	Audit was very positive and very few actions to undertake.
2.1.3	Identify a member of the admin team that will be responsible for enlarging work/text for pupils with a visual impairment (VI)	DHT/Inclusion Lead	Ongoing	Abby Fine reader software Support from Sensory Impairment Team	Children with VI can access all materials in a larger font.	DHT/Inclusion Lead	
2.1.4	Build up a selection of library books that are in font size 36.	Librarian	Ongoing	Cost of books with enlarged print	Children with a VI can access real books.	DHT/Inclusion Lead	

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AIM2: To improve access to the physical environment							
REF	ACTION/ACTIVITY	RESP	TIME	RESOURCES	SUCCESS CRITERIA	MONITORING & EVALUATION	COMMENTS
2.2	To make the school accessible for all children/parents/staff with a hearing/visual impairment						
2.2.1	To make all external stairs and steps visible.	DHT/Inclusion Lead	Summer term 2019 and repeated yearly	Externally all stairs and steps require a high visibility yellow line painted along each tread and riser.	All stairs and steps are clearly visible throughout the school.	DHT/Inclusion Lead	

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AIM3: To improve the delivery of written information							
REF	ACTION/ACTIVITY	RESP	TIME	RESOURCES	SUCCESS CRITERIA	MONITORING & EVALUATION	COMMENTS
3.1	To be responsive to parental requests						
3.1.1	To provide an interpreter, if required, to read out letters to parents for whom English is an additional language.	HT	Ongoing	Bank of parent helpers / external resources	Interpreter used	Govs HT/DHT	School has a database of willing parents and their language
3.1.2	To provide a signer to attend meetings/school events for parents with a hearing impairment.	DHT/Inclusion Lead	Ongoing	List of people who can provide sign language	Signer used	Govs HT/DHT	
3.1.3	To continue to offer translations as promoted on the school's letters	HT	Ongoing	None	Letters issued with footer	Govs HT/DHT	Has been in place for some time now
3.1.4	To respond, within reason, to parental requests for information in different formats	HT	Ongoing	£250	Money used as required	Govs HT/DHT	To put aside funding in school budget each year to fund any such reasonable requests.