



Harold Court Primary School

Accessibility Plan 2019 – 2022

This Accessibility Policy and Plan are 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.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1. At Harold Court Primary School we are committed to providing an accessible environment which values and includes all pupils, staff, parents 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. Harold Court Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. Harold Court Primary School will endeavour to complete a 360° review based on individual cases on consultation for admission which will take into consideration the analysis of the demographics within the cohort.

4. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

5. 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 DDA). 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.

6. As stated above, Harold Court Primary School is committed to equal opportunities and Inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy and action plans documents:

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- Special Educational Needs and Disability
- Equality Action Plan
- Harold Court Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

7. This plan itself will also be used to advise and inform other school planning documents and policies.

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".

8. The School Brochure will make reference to this Accessibility Plan.

9. The School's complaints procedure covers the Accessibility Plan.

10. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

11. The Plan will be monitored through the Leadership and Management Committee of the Governors.

12. The Plan will be monitored by Ofsted as part of their inspection cycle.

13. 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

14. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Date – June 2019

To be reviewed – June 2022

Access to the Physical Environment

Targets	Strategy/Action	Success Criteria	Responsibility/Lead Person	Timescale
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff & governors are aware of any access issues</p>	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of the Identification and Assessment process. • To ensure staff and governors can access areas of school that are used meetings consideration of steps, chairs, doors etc • Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school. • Where appropriate circulate information to relevant staff on Access to Work scheme • Staff to share pupil passport information with volunteers and support staff to ensure continuity of care for the children 	<ul style="list-style-type: none"> • Learning plans are in place for all SEND pupils where necessary access plans are in place, and all staff are aware of pupils' needs • All staff & governors are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school. • Access to work information shared with staff when required • Volunteers are aware of needs of SEN children at all times 	<ul style="list-style-type: none"> • DHT/ SENDCo/ Class teachers 	<ul style="list-style-type: none"> • As required • On going • As required • On-going
<p>To Improve safe access for visually impaired people</p>	<ul style="list-style-type: none"> • Maintenance of external steps & manhole covers steps, bars (where necessary) highlighted in yellow / non-slip paint • Check exterior lighting is working on a regular basis 	<ul style="list-style-type: none"> • Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained • Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. • Lights continually working 	<ul style="list-style-type: none"> • Site manager 	<ul style="list-style-type: none"> • On-going
<p>To ensure everyone has access to school premises</p>	<ul style="list-style-type: none"> • Ensure that access to school premises including gates, ramp outside reception, school entrance doors are clear and nothing is preventing those with reduced mobility, walking frames or wheelchair have access to the school 	<ul style="list-style-type: none"> • Disabled parents/carers/visitors feel welcome 	<ul style="list-style-type: none"> • Site manager • Leadership and Management Committee • HT 	<ul style="list-style-type: none"> • Daily checks to ensure areas are clear from obstructions

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Access to the curriculum

Targets	Strategy/Action	Success Criteria	Responsibility/Lead Person	Timescale
Continual training for teachers on quality 1 st teaching & differentiating the curriculum	<ul style="list-style-type: none"> Regular CPD on rolling programme. Information for teachers on differentiating/personalising the curriculum for pupils with additional needs Coaching/mentoring/team teaching Advise and support sought from external agencies and other professionals as required 	<ul style="list-style-type: none"> All teachers feel confident to fully meet the requirements of SEN & disabled children's needs with regards to accessing the curriculum Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons 	<ul style="list-style-type: none"> SENDCo/DHT All teaching staff 	<ul style="list-style-type: none"> On-going
Ensure support staff have specific appropriate training on disability issues/difficulties	<ul style="list-style-type: none"> Identify training needs at TA meetings Create appropriate, purposeful CPD programme CPD training/ support sought from external agencies and other professionals as required 	<ul style="list-style-type: none"> Raised confidence of support staff Children receiving quality 1st support 	<ul style="list-style-type: none"> SENDCo 	<ul style="list-style-type: none"> On-going
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	<ul style="list-style-type: none"> Review all out-of-school provision to ensure compliance with legislation Ensure venues and means of transport are vetted for suitability. 	<ul style="list-style-type: none"> All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Pupils are able to access all school trips and take part in a range of activities 	<ul style="list-style-type: none"> Events coordinator All teaching staff 	<ul style="list-style-type: none"> On-going
Raise awareness of disability and disability issues to children, staff and governors	<ul style="list-style-type: none"> PSHE lessons to cover disability and issues relating to specific disability Discuss perception of issues with staff to determine the current status of school Provide training and support to all staff/governors 	<ul style="list-style-type: none"> School community aware of issues relating to disability and access 	<ul style="list-style-type: none"> PSHE lead SENDCo 	<ul style="list-style-type: none"> On-going

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Access to written information				
Targets	Strategy/Action	Success Criteria	Responsibility/Lead Person	Timescale
Availability of written material in alternative formats when specifically requested	<ul style="list-style-type: none"> The school will make itself aware of the services available for converting written information into alternative formats. All staff and parents aware of services available for requesting information in alternative formats 	<ul style="list-style-type: none"> Delivery of information to disabled pupils/parents improved 	<ul style="list-style-type: none"> HT DHT SENDCo Office 	
Key letters to be in other languages	<ul style="list-style-type: none"> Work with Carol Rockey from HSIS to develop a working strategy 	<ul style="list-style-type: none"> All children, parents/ carers/ visitors feel they are welcome in school 	<ul style="list-style-type: none"> EAL Co-coordinator HT 	<ul style="list-style-type: none"> On-going as required

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