

West Heath Primary School Accessibility plan 2020-2023

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how West Heath Primary School intends, over time, to increase the accessibility of our school for disabled pupils. West Heath Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Policy
- Special Educational Needs Policy
- Behaviour Management Policy

- School Development plan
- Asset Management Plan/ Suitability Survey

The Schools complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office upon request

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary. Below is a set of action plans showing how West Heath Primary School will address the priorities identified in the plan. The plan is valid for three years 2020-23.

Section 2: Aims and objectives

Accessibility Plan Code

- C. Increase access to the curriculum for pupils with a disability
- E. Improve and maintain access to the physical environment
- I. Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility Planning Code (C, E, I)	Actions			Evidence To be collected to measure progress	Dates (from and to)
		How	Who (Lead Person/s)	Resources		
To ensure that all pupils and staff are able to access all areas of the site and have facilities to meet their personal care needs.	E, C	Ensure we have disabled toilets on site.	MB, KB	Wide access doors, grab rails, emergency pull cords.	School able to accommodate persons in wheelchairs and those who use walking frames.	Jan 2020 - 2023
		Ensure we have facilities to enable personal care needs to be met.	MB, KB	Shower facilities, medical room, personal care plans in place for pupils.	Personal care plans to reflect ability of school to meet pupils differing needs.	
		Ensure Disabled parking bay is available.	MB, KB, KL	Designated, marked parking space available in the car parking area.	Learning walks to be undertaken by MB and PDSS support worker, when necessary, to ensure site and facilities are fully accessible. All staff to be aware of pupils mobility needs. All staff to be aware where the evac chair is stored and those who, work directly	

		Ensure all areas of the school site are accessible for people in wheelchairs and on walking frames.	MB, KB, KL	Wide gate access at both front and back gates. Flat smooth access into and out of school site. Flat smooth access into all downstairs entrances of the school.	with pupils with mobility issues, to know how to use them safely. Pupils to have increased independence. After school clubs attended by pupils with physical difficulties.	
		Ensure we have a working lift to allow access to upstairs for persons with mobility needs.	MB, KB, KL	Lift access to be granted to those persons, who need it. Keys for the lift to be kept by members of SLT and the school office.		
		Ensure evac-chairs are in place, in case of emergency evacuation.	MB, KB, KL	Evac chair.		
		Ensure that all floors in communal areas and classrooms are kept free of trip hazards	All staff	Site walk, learning walks, expectation of daily classroom practice.		

		<p>Ensure doorways and entrances are not partially or fully blocked.</p> <p>Ensure pupils and staff are aware of the needs of other children</p>	<p>All staff</p> <p>MB</p>	<p>Site walk, learning walks, expectation of daily classroom practice. Internal corridor doors to be kept open to allow independent access for pupils through corridors.</p> <p>One page profiles in place for every child on the SEN register and shared with all staff. Diagnosis permission levels completed by parents to allow information to be shared with staff, other professionals and peers.</p>		
To ensure that visually impaired pupils are able to access all areas of our school site independently and safely, including after school provision	E, C	Ensure daily site walk to identify any hazards is carried out by site manager	MB, KB, KL	Daily site walk to be part of site managers regular duties.	<p>Learning walk by MB and Sensory Support worker when necessary.</p> <p>Pupils to have increased independence.</p>	Jan 2020 - 2023

		Ensure that all areas are well lit	KB, KL	Lighting. Staff to report any lighting issues through site managers jobs book.	The site is fully accessible for all visually impaired people.	
		Ensure that all changes in floor level are indicated with either a white or a yellow line	MB, KB, KL	Paint	After school clubs are attended by pupils with a visual impairment.	
		Ensure that all floors in communal areas and classrooms are kept free of trip hazards	All staff	Site walk, learning walks, expectation of daily classroom practice.		
		Ensure pupils and staff are aware of the needs of other children	MB	One page profiles in place for every child on the SEN register and shared with all staff. Diagnosis permission levels completed by parents to allow information to be shared with staff, other professionals and peers.		

<p>To ensure that all children with a hearing impairment are able to fully access the curriculum wherever they are on the school site, including extra curricular activities.</p>	<p>C, E</p>	<p>Ensure sound fields are available in the classrooms of children with a hearing impairment when directed by Sensory Support.</p> <p>Ensure pupils and staff are aware of the needs of other children</p> <p>Ensure staff involved in afterschool provision have ability to meet the needs of pupils with a hearing impairment.</p>	<p>MB and Class teachers</p> <p>MB</p> <p>MB</p>	<p>Sound fields when necessary. Portable sound field for use in extra curricular activities.</p> <p>One page profiles in place for every child on the SEN register and shared with all staff. Diagnosis permission levels completed by parents to allow information to be shared with staff, other professionals and peers.</p> <p>One page profiles to be shared. Sensory Support plans to be shared through SEN files.</p>	<p>Pupil voice to show that all children are able to hear clearly in all areas of the school.</p> <p>Children with a hearing impairment make the same progress as their peers.</p> <p>All staff are aware of pupils individual needs and how to address them.</p>	<p>Jan 2020 - 2023</p>
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<p>To ensure pupils with SEND have their voices heard, to continually improve their provision.</p>	<p>E</p>	<p>SEND pupils to be members of school council.</p> <p>Pupil voice to be carried out by SENCO.</p> <p>One page profile reviews</p>	<p>All staff</p> <p>MB</p> <p>Class teachers, MB</p>	<p>School Council sweatshirts.</p> <p>Pupil voice records.</p> <p>Termly one page profile reviews.</p>	<p>Pupil voice to be positive about the education and opportunities that they receive.</p> <p>One page profile review to inform daily classroom practice.</p>	<p>Jan 2020 - 2023</p>
<p>To ensure children with Autism Spectrum Disorder or communication and language difficulties can access the curriculum.</p>	<p>C, I, E</p>	<p>Autism friendly environment around the whole school.</p> <p>Visual timetables in place in every classroom and consistent, clear images around the whole school.</p> <p>Whole school guidelines for use of visuals to support communication to ensure consistency of practice.</p>	<p>MB, all staff</p> <p>MB, classroom teachers.</p> <p>MB, CAT worker</p>	<p>Visual timetables, resources given to all class teachers by SENCO to ensure consistency.</p> <p>Guidelines in SEN files.</p>	<p>Children on the Autistic Spectrum and those with a speech and language difficulty to make the same progress as their peers.</p> <p>Autism Standards framework to be completed.</p>	<p>Jan 2020 - 2023</p>

		<p>Whole school staff trained to understand the four key areas of difference.</p> <p>Ensure pupils and staff are aware of the needs of other children</p>	<p>MB and CAT worker</p> <p>MB</p>	<p>CAT tier 2 autism training.</p> <p>One page profiles in place for every child on the SEN register and shared with all staff. Diagnosis permission levels completed by parents to allow information to be shared with staff, other professionals and peers.</p>		
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