

Approved: May 2019

Committee: Policy Committee

Signed: J Cottam

Review: Three years May 2022

Website: Yes



Heron Hill Primary School

## **School Accessibility Policy**

### **1. Definition of Disability**

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act. According to the Equality Act 2010, a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

### **Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

### **Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

## **2. Reasonable Adjustments**

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his/her non-disabled peers.

It will be for the school to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils and health and safety requirements.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

## **3. Aims of the School Accessibility Action Plan**

In Heron Hill School we have a commitment to equal opportunities for all members of the school community (see Single Equality Policy) and our Accessibility Action Plan outlines our intention to remove barriers for disabled pupils and to:

- a) improve the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and

- b) ensure disabled pupils can participate in the different areas of the National Curriculum, increase access to extra-curricular activities and the wider school curriculum;
- c) improve the availability of accessible information to disabled pupils and other disabled stakeholders.

The Accessibility Action Plan begins the process of addressing the needs of disabled pupils and other disabled stakeholders through the development of priority targets.

It is a requirement that the school's Accessibility Action Plan is resourced, implemented and reviewed and revised as necessary. The Action Plan is in Appendix 1.

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Policy, and the operation of the school's ISEN policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the school, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Action Plan and therefore some items will roll forward into subsequent plans. The Plan will be revisited prior to the end of each first two-year plan period in order to inform the development of the new Plan for the following period.

Heron Hill School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

#### **4. Key Objectives**

The key objectives of our School Accessibility Action Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully 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.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges;
  - responding to a pupil's diverse learning needs;
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## 5. Scope of the Plan

### a. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. Consideration is given whenever maintenance or renovations are carried out, regardless of whether the school has pupils or visitors with disabilities.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, slopes, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access could be ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and/or way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

Monitoring and evaluation is carried out by the senior leaders, the SENCO and the Premises and Environment Committee of the governing body.

### b. Ensuring disabled pupils can participate in the school curriculum

- to investigate how the access to those areas of the curriculum that are potentially difficult for disabled pupils to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled pupils;
- to investigate alternative provision/routes and collaboration that will assist disabled pupils to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Provision Team.

The school tailors access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in off-site visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of

LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

This objective is achieved through:

- devising and implementing appropriate staff training and development;
- careful planning to provide access to the curriculum for all disabled children depending on their individual needs;
- liaising with external agencies to support and enhance pupils' access to the curriculum;
- ensuring pupils have a voice in decisions which affect them;
- encouraging parents and carers to see themselves as partners in their children's education.

Monitoring and evaluation is carried out by the SENCO, class teachers and the governor with SEN responsibility.

### **c. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled**

Heron Hill School will strive to:

- produce all school literature at the correct font size to help visually impaired pupils and other stakeholders;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school has regard to improving the delivery of written information to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Monitoring and evaluation is carried out by the SENCO, senior leaders and the governor with SEN responsibility.

### **d. Financial Planning and Control**

The Headteacher and Senior Management Team, together with the Finance Committee, will review the financial implications of the School Accessibility Action Plan as part of the normal budget review process. The School Accessibility Plan's actions are integrated into the School Development Plan.

Heron Hill School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

**Heron Hill Primary School Action Plan 2019-2022: Subject: School Accessibility Name: Trish Cooling and Alison Lehane**

**Objective 1: Physical Access**

<b>Development Priority Target:</b>	<b>Success Criteria</b>	<b>Actions and how these will be monitored</b>	<b>Lead Responsibility and Timescale</b>	<b>Evaluation</b>
To ensure that the layout of the school allows all pupils, staff, governors and visitors to access academic, sporting, social and play areas.	Ramps, doors, path and disabled parking spaces are in place.	<ul style="list-style-type: none"> <li>If any extensions are made, eg Nursery, consideration will be given to disabled access.</li> </ul>	Ongoing (PH)	
To assess the toilets, cloakrooms and changing facilities with regard to the needs of pupils, staff, parents, governors and visitors To ensure that present provision is sufficient for present needs.	Plan in place for future improvements.	<ul style="list-style-type: none"> <li>Draw up recommendations for future improvements.</li> <li>Ensure systems and procedures for toileting are in place for disabled children / other children with SEN currently in school.</li> <li>Check that toilet provision is considered when structural alterations are being planned.</li> </ul>	Ongoing (PH)	
To ensure that signs are uncomplicated and unambiguous. To ensure that school décor provides appropriate contrast and harmony for all pupils.	Signs and décor are appropriate.	<ul style="list-style-type: none"> <li>When building projects are undertaken check, at the planning stage that signage and decoration is appropriate.</li> </ul>	Ongoing (PH)	
To ensure that all areas are lit appropriately.	Lighting meets the needs of users.	<ul style="list-style-type: none"> <li>Update lighting in Year 4.</li> </ul>	2018 (PH)	
To ensure that furniture and equipment is appropriate to users.	Furniture/ equipment meets the needs of users.	<ul style="list-style-type: none"> <li>When new furniture and equipment is bought, check that it is appropriate.</li> </ul>	Ongoing (PH)	

<b>Development Priority:</b>	<b>Success Criteria</b>	<b>Actions and how these will be monitored</b>	<b>Lead Responsibility and Timescale</b>	<b>Evaluation</b>
To ensure that all disabled people can be safely evacuated.	Disabled people are safe in the event of a fire.	<ul style="list-style-type: none"> <li>• Draw up a personal emergency evacuation plan for all disabled pupils and visitors.</li> <li>• Staff are aware of the need to keep fire exits clear.</li> </ul>	Ongoing (TC and AL) Ongoing, remind at staff meetings (PH)	
<b>Objective 2: Curriculum Access</b>				
<b>Development Priority:</b>	<b>Success Criteria</b>	<b>Actions and how these will be monitored</b>	<b>Lead Responsibility and Timescale</b>	<b>Evaluation</b>
Ensure all teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	Raised confidence of staff teaching children with SEN.	<ul style="list-style-type: none"> <li>• Audit all children with SEN and cross reference with staff expertise. Organise staff training as needed.</li> </ul>	Ongoing (TC and IM)	
Ensure all classrooms are optimally organised for disabled pupils.	Furniture suitably arranged.	<ul style="list-style-type: none"> <li>• Check the classrooms of disabled pupils. Eg space between tables.</li> </ul>	Ongoing (TC)	
Ensure lessons provide opportunities for all pupils to achieve eg are differentiated.	Differentiation in evidence. Adaptations to plans in evidence.	<ul style="list-style-type: none"> <li>• Monitor plans. Check IEPs.</li> </ul>	Ongoing (TC)	
Ensure all pupils are encouraged to take part in music, drama and physical activities.	All children participate in all areas as appropriate.	<ul style="list-style-type: none"> <li>• Access external advice to enable all children to access the curriculum.</li> </ul>	Ongoing (TC)	
Ensure staff recognise and plan for the additional time and effort needed by some disabled pupils.	Confident staff in relation to children in their class with SEN	<ul style="list-style-type: none"> <li>• Staff share information about children at a Transition Meeting.</li> <li>• Support given to staff by SENCO, as needed.</li> </ul>	Summer term each year (TC and all staff)	

<b>Development Priority:</b>	<b>Success Criteria</b>	<b>Actions and how these will be monitored</b>	<b>Lead Responsibility and Timescale</b>	<b>Evaluation</b>
Ensure that disabled pupils who cannot participate in particular activities are given alternative experiences eg some forms of exercise in PE/sport.	Confident staff in relation to children in their class with SEN.	<ul style="list-style-type: none"> <li>Staff share information about children at a Transition Meeting.</li> <li>Support given to staff by SENCO, as needed.</li> </ul>	Summer term each year (TC and all staff)	
Ensure that suitable ICT and electronic equipment is available for disabled pupils.	Equipment is in place.	<ul style="list-style-type: none"> <li>Audit equipment in relation to children with specific needs and make purchases as needed.</li> </ul>	Ongoing (TC)	
Ensure that school visits are accessible to all pupils, regardless of attainment or impairment.	All pupils go on visits.	<ul style="list-style-type: none"> <li>Gain advice from specialist teachers, as needed.</li> <li>Make adjustments so that pupil can participate.</li> </ul>	Ongoing (TC)	
Ensure all staff have high expectations for all pupils.	SEN children make good progress	<ul style="list-style-type: none"> <li>Support from SENCO with regards to expected progress for specific pupils.</li> </ul>	Ongoing (TC)	
Ensure all staff strive to remove barriers to learning and participation.	All children participate in all activities	<ul style="list-style-type: none"> <li>Support from SENCO with regards to helping class teachers with inclusion.</li> </ul>	Ongoing (TC)	
Review curriculum areas and planning to include disability issues.	Disability is part of the PSHE curriculum.	<ul style="list-style-type: none"> <li>PSHE co-ordinator will check coverage of the curriculum, including theme of disability.</li> </ul>	Summer 2018 (EP – AL to ask)	

### **Objective 3: Access to Information**

<b>Development Priority:</b>	<b>Success Criteria</b>	<b>Actions and how these will be monitored</b>	<b>Lead Responsibility and Timescale</b>	<b>Evaluation</b>
Ensure staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg positioning when talking to a hearing impaired learner.	All stakeholders feel their needs are met.	<ul style="list-style-type: none"> <li>Raise awareness with staff, as needed.</li> </ul>	Ongoing (TC)	

<b>Development Priority:</b>	<b>Success Criteria</b>	<b>Actions and how these will be monitored</b>	<b>Lead Responsibility and Timescale</b>	<b>Evaluation</b>
Ensure all written communication follows an agreed house style using an appropriate font and size.	Stakeholders are happy with the formats.	<ul style="list-style-type: none"> <li>• Times New Roman size 11 used.</li> <li>• Accessible format.</li> <li>• Awareness of suitable font and size.</li> </ul>	Ongoing (AL)	
Ensure that both in lessons and parents meetings, information is presented in a user-friendly way, eg by reading aloud, using overhead projectors/PowerPoint presentations etc.	All stakeholders feel information is presented appropriately.	<ul style="list-style-type: none"> <li>• Staff are made aware of format which are not suitable for specific children</li> <li>• Parents are encouraged to let school know if there is a concern.</li> </ul>	Ongoing (TC and AL)	
Ensure that the school website is clear, easy to navigate, appropriate font size is used and it is compatible with electronic devices.	Stakeholders are happy with the website and can access it easily on their devices.	<ul style="list-style-type: none"> <li>• Get feedback on website.</li> <li>• Check compatibility.</li> </ul>	Ongoing (AL)	