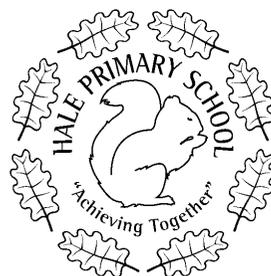

Accessibility plan – Hale Primary School



Accessibility plan

2017 – 2020

The purpose of this plan is to show how Hale Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability if he or she has 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.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum (this 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.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school where possible and physical aids to access education).
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Breamore CE Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

The Current Range of Disabilities within Hale Primary School

When children enter school with specific disabilities, the school seeks assessment, support and guidance from the relevant professionals and parents and a specific care and safety plan is put in place.

- The school does not at present have any pupils with mobility difficulties.
- A number of pupils have asthma; class teachers are aware of these pupils. Inhalers are stored in classrooms and are always taken out during school visits.
- A number of staff hold First Aid at Work, First Aid for School or Paediatric First Aid certificates.
- All medication is stored securely and is easily accessible to the appropriate staff members.
- A record of individual medication is held by the school. Consent forms are completed by parents/carers to allow administration of prescribed medication. All administered medication is recorded (including dosage & time) and medical boxes in classrooms are checked each term to identify when expiry dates nearing.
- Individual Medical Care Plans are completed for pupils with significant or specific need.

Approved by:

Date:

Next review date:

Aims and objectives

Our aims are to:

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

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	CPD for staff from Educational Psychologist on attachment and autism.	To continue to train staff to enable them to meet the needs of children with a range of SEN.	On-going evaluation of needs according to pupils on role then written into CPD plan.	HT and SENCo	On going	Staff are able to enable all children to access the curriculum. Identified staff members are trained to meet a pupil's specific needs.
	At present no child is prevented from taking part in any out of school activities. Reasonable adjustments are made.	To continue to ensure that all children are able to access all out-of-school activities. E.g. clubs, trips, residential visits etc.	Review out of school provision to ensure compliance with legislation	All staff		All providers of out-of school education will comply with legislation to ensure that the needs of all children are met.
	Readers supplied when part of normal routines	To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc will be applied	HT and Yr 6 teacher	Each year as required	Barriers to learning will be reduced or removed enabling children to achieve their full potential.

	Equipment is provided for children to meet their needs and under advisement of external bodies such as Occupational health or Educational Psychologist	To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc	SENCo	On going	Children will develop independent learning skills and make progress.
Improve and maintain access to the physical environment		The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate	HT & SENCo Gov	As required	IEPs in place for disabled pupils and all staff aware of pupils needs
	Personal evacuation plans written as required by Fire Safety Co-ordinator and H&S admin in conjunction with HT.	Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils	SENCo Fire Co-ordinator	As required	All disabled pupils and staff working alongside are safe in the event of a fire
	All steps are marked with visibility edging for visually impaired pupils and all doors are in a markedly contrasting colour to their surrounds.	To ensure building upkeep / maintenance takes account of accessibility requirements	Consider colour / paint schemes for visual impairment needs when re-decorating. Maintain step edgings /outdoor ramps/ footpath ramps / signs etc. to a good standard to secure ongoing suitable access	HT Governors		Any school upgrade or maintenance will meet requirements of DDA

Improve the delivery of written information to pupils and parents		Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	SENCo	On-going	Written information will be provided in alternative formats as necessary.
		To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary	Admin office & HT	As required	All parents receive information in a form that they can access
	<p>Hale School operates an open door policy. Parents are encouraged to speak to staff if they have any concerns. Teachers will contact parents via phone, email as deemed appropriate.</p> <p>The weekly school newsletter is made available to all families through email and/or paper copy. The school website is updated regularly and notifies parents about forthcoming events</p>	To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings and know what is going on in school.	Staff to hold parents' evenings by phone or send home written information.	HT – teaching staff	As required	<p>Parents are informed of children's progress.</p> <p>Parents are aware of what is going on in school.</p>

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	All on one storey for teaching. Breakfast club held upstairs.	Review access to Breakfast Club if required.	FS/EC	On going
Corridor access	Kept as clear as possible – would review if wheelchair access required			
Lifts	We have no lift and no need of one			
Parking bays	No disabled parking at present – as no school parking all parents use village hall parking	Dedicate the parking space directly outside of school as a dedicated disabled parking bay. Will need signage	FS /EC	Oct 17
Toilets	One disabled toilet - handrail and wide door. Lever taps.	Make sure this room is kept clear for access	FS/RL	On going
Fire Evacuation	Develop individual PEEPs as required. None at present or previous year.	Keep reviewing and act accordingly	VA/FS	On going
Emergency escape routes				