



Accessibility plan

2017-2020

At Heather Ridge Infant School our values and ethos reflect our commitment to a school with high expectations for everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to do. Everyone in our school is important and included. We promote an ethos of care and trust where every member of the school community feels that they truly belong and are valued. We recognise learning in all its forms and are committed to nurturing lifelong learners.

Section 1: Vision statement

The purpose of this plan is to show how Heather Ridge Infant School intends, over time, to increase the accessibility of our school for all members of our school community. Heather Ridge Infant 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

This Accessibility Plan is drawn up in compliance with current legislation and requirements 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 Disability Discrimination Act (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:

- 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;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

- 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 policies
- Equality Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Development plan
- School Brochure/ prospectus and Vision Statement

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 on request

Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Heather Ridge Infant School will address the priorities identified in the plan. The plan is valid for three years 2017-2020. It is reviewed and reported on annually.

Approved by:

Date:

Section 2: 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 for all
- Improve the delivery of written information to pupils and parents

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

Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<ul style="list-style-type: none"> • Increase access to the curriculum for pupils with specific learning needs 	<ul style="list-style-type: none"> • HR offers a differentiated curriculum for children of all abilities. • Specific resources are used to ensure certain pupils are able to access the curriculum fully • Interventions are run to give extra support • Floating LSA 3 mornings a week to do high intense interventions with specific children • All children understand and respect the needs of others though our school values and ethos 	<ul style="list-style-type: none"> • Whole school to analyse curriculum to ensure that children are receiving broad and rich learning experiences • SENCo to identify any resources or training needed to support specific children • Staff training through outreach services • SLT to monitor the differentiation in the teaching and planning provision for SEN children • Classrooms promote participation and independence for all pupils • Ensure all staff/governors are aware of the Disability Discrimination Act and code of practice and what this means for all stakeholders 	<ul style="list-style-type: none"> • Teaching staff • HT and DHT • SENCo • SBM: link to budget 	<ul style="list-style-type: none"> • On going 	<ul style="list-style-type: none"> • Wider curriculum access for pupils with
<ul style="list-style-type: none"> • Improve provision for children with ASD and related disorders. 	<ul style="list-style-type: none"> • PECS cards are being used to help support children's understanding 	<ul style="list-style-type: none"> • Staff training via Freemantles/Language Literacy Support/Behaviour 	<ul style="list-style-type: none"> • SENCo and HT • SBM link to budget 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Staff feel more confident in managing and planning for children

Develop staff skills and confidence with managing and planning for these children within in the classroom.	<ul style="list-style-type: none"> 1:1 staff have the opportunity to access support from outreach services Use of Makaton to help some pupils to communicate Sensory resources have been purchased and are being used throughout the school 'Tepee chill out' located in TMR for time out if needed 	<p>management</p> <ul style="list-style-type: none"> Specific training for 1:1 staff Reference books purchased and shared amongst staff Midday Play Facilitator meetings 'Chill out' area created outside of the classroom to be used when needed CPD is identified at performance management meetings 			<p>with ASD and related disorders.</p> <ul style="list-style-type: none"> Bank of resources/books are readily available to help support staff Children are able to access the curriculum Chill out area is available and used when needed
<ul style="list-style-type: none"> Continued installation of new external lightweight doors. Internal doors: ensure they are treated 	<ul style="list-style-type: none"> 5 new lightweight doors have been fitted (2017/18) Less recorded incidents of children hurting themselves New signs have been purchased and are clearly displayed New internal doors have also been fitted. Help with lock down procedures 	<ul style="list-style-type: none"> Contact with Thomas Doors to ensure other doors will be fitted. Contact with Trevor Davies to sign off budget for each new door Fire door in the hall: needs to be able to be shut. Handle and lock needs fitting Internal doors need treating 	<ul style="list-style-type: none"> SBM and HT Caretaker H&S governor 	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> New external doors have been fitted Reduction of potential injuries Lock fitted to the hall/TMR fire door
<ul style="list-style-type: none"> Review the access to the toilets and cloakroom, to the classroom to ensure we reduce any trip hazards in corridors 	<ul style="list-style-type: none"> Classes have easy access to their cloakroom and toilet area from their classrooms. Children are given responsibility to ensure the cloakrooms are tidy from trip hazards 	<ul style="list-style-type: none"> Look into lockers rather than pegs in the cloakroom. Refurbishment of the toilet areas- SCC? School council 'Tidiest Classroom' award 	<ul style="list-style-type: none"> SBM and HT Caretaker School council/DHT H&S governor walk 	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Trip hazards will be reduced Classrooms are 'clutter' free
<ul style="list-style-type: none"> Improve the availability of written material in alternative forms when requested 	<ul style="list-style-type: none"> School share all information to pupils and parents Parents are able to come and ask for alternative 	<ul style="list-style-type: none"> School will make itself aware of any services available for converting written information into alternative formats 	<ul style="list-style-type: none"> SLT SENCo 	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Availability for parents and pupils to access school information with ease

	<ul style="list-style-type: none"> written forms if needed Parents are able to bring support to meetings (e.g. interpreters) if they feel necessary 	<ul style="list-style-type: none"> HT/SENCo will liaise with parents if a child with specific needs has a requirement e.g. overlays, enlarged print 			
<ul style="list-style-type: none"> Maintain and improve on a rolling programme the lighting around the outside of the school building. 	<ul style="list-style-type: none"> School has lighting along the pathway at the front of the building Security lights are fitted around the school 	<ul style="list-style-type: none"> Caretaker to audit the lighting around the outside of the school through an annual site survey. Look for improvements that need to be made 	<ul style="list-style-type: none"> HT SBM Caretaker 	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Clear and well lit pathways. Outside steps are visible
<ul style="list-style-type: none"> Slope into Year R for disabled/wheelchair users to be access the disabled toilet Disabled toilet lock needed lower down Is the disabled toilet easily accessible for any disabled children to use (height) 	<ul style="list-style-type: none"> Slopes have been fitted exiting the library area into the quad and into the hall. Easier access for disabled/wheelchair users and parents with buggies Portable slope has been purchased and used access out of the hall 	<ul style="list-style-type: none"> Caretaker and SBM to identify slope needed into the Year R area Caretaker to fit a lower lock SENCO/HT/SBM to assess the height of the disabled toilet 	<ul style="list-style-type: none"> SBM Caretaker SENCo 	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Access into Year R for wheelchair users to access the disabled toilet Lock fitted lower down Toilet is able to be used by any disabled children