

Accessibility Plan 2020-21

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given time frame. It must anticipate the need to make reasonable adjustments wherever practicable.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

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.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.



Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEND information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan

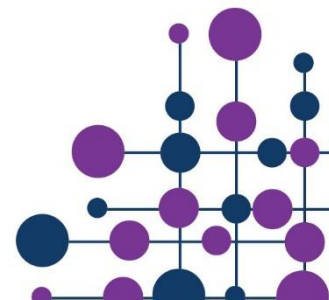
In performing their duties, governors have to pay regard to the Equality Act 2010. This requires school to share the accessibility plan with the Governors responsible for SEND/Inclusion.

- Our school
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to 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.

- Ensure all PHLG's/MSP/EHCP followed
- All interactive whiteboards to have a non-white background
- Ensure access arrangements in place for school trips – pantomime and year group visits
- Ensure PE sessions are accessible and targeting specific areas for children identified as having additional physical needs
- Ensure visual timetables in place for those children identified as needing them



Improving access to the physical environment of the school

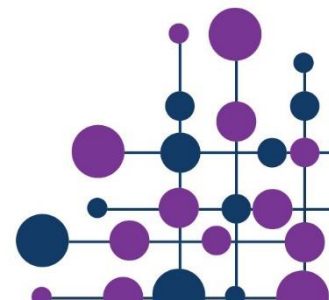
This includes improvements to the physical environment of the school and physical aids to access education.

- Work with SPIE to ensure the building is as accessible as possible
- Consider how best to make top and bottom playground accessible for children with additional physical needs
- Ensure children able to use the lift and have support if in a wheelchair/using crutches
- Ensure children with a hearing impairment are supported in case of a fire alarm
- Ensure all children who need a PEEP have one.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- Ensure information is presented on coloured paper for those children it has been identified for – specific colour or buff
- All interactive whiteboards to have a non-white background
- Ensure there is pre-teaching of vocabulary for those children who have been identified as benefiting from this on their PHLG/MSP/EHCP
- Ensure signs and symbols used for those children identified as needing them.

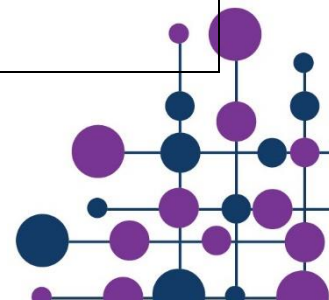


Financial Planning and control

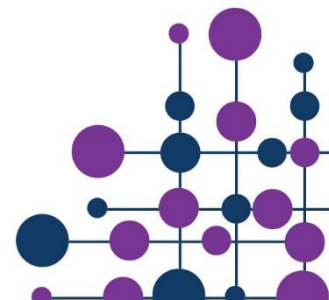
The Headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes/completed
Regular checking by Governing Body (Pastoral committee) that school is providing for children's needs	Termly meetings to discuss Annual review of school information report	SENDCo/Hol Governors with responsibility for SEND Headteacher	Long	Termly review	



Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes/completed
Access to all floors – lift that works consistently Also regular checking of stair lifts	Discuss regularly in property meeting Ensure SPIE make quick repairs and service as needed	SPIE/Facilities Manager	Long	Raise at each property Meeting as standing item.	
Ensure when off site that risk assessments and access arrangements on place for identified children	Planning by MLT with advice from SENCo	MLT	Short term	As and when trips occur	
PEEPs are in place	PEEPs to be put in place as children start school or new needs identified – physical, visual and hearing impairment and ASC/anxiety	School admin team/SENDCo	Short term – to have in place Long to support pupil	As needed	
Disabled car parking space/s	Discuss in property meeting - cost	Facilities Manager	Short	Next property meeting	Facilities manager to look into the viability of this
Corridor/classroom spaces	Reasonable adjustments made – spaces clear and accessible	MLT/class teachers	Short	Staff/ team meetings as appropriate	





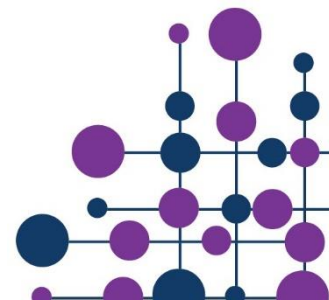
HEATON AVENUE

A SHARE Primary Academy

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes/completed
Access to breakfast club and after school clubs	Staff to receive information and training. Adaptations and access arrangements to be in place as per PHLG/MSP/EHCP - cost	SENDCo/before and after school club staff	Long	As needed	
Access to activity clubs	Adaptations and access arrangements to be in place as per PHLG/MSP/EHCP - cost	SENDCo/AHT/Deputy Head/Hol	Short	As needed	



Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes/completed
Ensure all interactive whiteboards are on non-white background	Class teachers to change background	Class teacher	Short	Sept 20	Check through regular learning walks thereafter
Ensuring written information is on non-white paper for children identified as needing this	Paper purchased – specific colour or buff – cost	SENDCo/school office	Short	Sept 20	Check through regular learning walks thereafter
Ensure PHLG's are followed	Coloured overlays, reading rulers, minimal copying, word banks, regular brain breaks, signs and symbols in use, visual timetables, writing slopes, ear defenders, seat cushions	Class teacher	Short	As identified	PHLG's updated three times yearly
QFT - differentiation	SLT to monitor quality of differentiation and provision for SEND pupils.	SLT/SENDCo	Short	Regular learning walks	Check through regular learning walks thereafter
Interventions	SENCo to monitor interventions	SENDCo/ MLT	Short	Dec 20	Check through regular learning walks thereafter and Provision map



Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes/completed
Access to specialist provision and other external agency advice	Make contact with and implement information and advice given – update PHLG/MSP/EHCP	SENCo with MLT & class teacher	Short to implement	As needed	
Staff training	Deliver specialised training as required – Physical, Dyslexia, Dyspraxia, ASC, VI/HI	SENCo - Specialist provision/ external agency	Short	As identified	
Access to written information and meetings - EAL	Translation/interpreter support through LA	MLT	Short	As needed	

