



ELVETHAM HEATH PRIMARY SCHOOL

Accessibility Plan 2017-2019

Introduction / Purpose of the Plan

Elvetham Heath Primary School is a positive and supportive learning community where each child is helped to develop academic skills, qualities of character and a 'growth mindset' to enable them to become successful citizens in tomorrow's world.

This plan is drawn up in accordance with the school's Public Sector Equality Duty (PSED) introduced by the Equality Act 2010 (section 149). It draws on the guidance set out in the "Accessibility Strategy 2017-2019" issued by Hampshire County Council Children's and SEN Services in February 2017.

Definition of disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010 as follows:

"A person (P) has a disability if – P has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities."

Key Objective and Principles

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's curriculum;
- improving the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Activity

Education and related activities

The school will...

- continue to seek and follow the advice of Local Authority services and of appropriate Health professionals
- train teachers and Teaching Assistants to teach and support disabled pupils
- ensure lessons are responsive to pupil diversity and provide opportunities for all pupils to fulfil their potential
- ensure lessons involve whole class work as well as individual, pair and group work
- encourage all pupils to take part in music, drama and physical activities
- ensure that staff recognise and allow for mental effort expended by some disabled pupils, for example physical exercise for some disabled children
- ensure that staff recognise and allow for additional time needed by disabled pupils to use equipment in practical work
- ensure staff are aware of how to adapt an activity for disabled pupils to give access to an experience
- provide access to computer technology and exploit the potential of new and future developments in IT to reduce barriers to learning
- make school visits accessible to all pupils
- have high expectations of all pupils
- ensure staff seek to remove all barriers to learning and participation

Physical environment

The school will...

- make sure that classrooms are organised in the best possible way for disabled pupils
- consider the needs of pupils and visitors with physical and sensory impairments when planning future improvements and refurbishments of the property
- check that the layout of areas allow access for all pupils
- ensure that there is full accessibility for wheelchair users throughout the building
- check that pathways and parking arrangements around the school are logical, well signed and safe
- employ visual signing which is clear to all pupils with disabilities
- ensure that all areas are well lit
- ensure emergency and evacuation systems are set up to inform all pupils, including those with SEN and disabilities
- check to reduce background noise for hearing-impaired children
- ensure furniture and equipment is selected, adjusted and located to suit all children

Provision of information

The school will...

- ensure it has knowledge of local services, including those which are provided through the LEA, for the provision of local information in alternative formats when required or requested
- ensure it is able to provide, when needed, information in simple language, symbols, large print, audiotape or Braille for pupils or prospective pupils who may have difficulty with standard forms of printed information
- deliver information to groups in a way which will be user-friendly to pupils with disabilities
- ensure that staff are familiar with technology and practices developed to assist pupils with disabilities

As a school we are committed to providing premises that are suitable and sufficient for all education purposes and give access to a broad and balanced curriculum for all students.

Welcoming and preparing for disabled pupils

The school is committed to make reasonable adjustments to enable a prospective pupil to take up a place at the school where it is practical and satisfies the current admissions criteria.

Prospective pupils will be asked to disclose whether they have received any learning support, have had an Educational Psychologist's report or have any disability or other condition of which the school should be aware. Where a pupil has an Education and Healthcare Plan, the school will work with the Local Authority to ensure that the required provision is delivered in an appropriate manner.

The school will be sensitive to any issues of confidentiality. The school may also take advice and require assessments as appropriate when assessing pupils or prospective pupils.

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

- Schools Prospectus
- Equalities policies
- Health and Safety policy
- Special Educational Needs policy
- Child Protection policy

The Accessibility Plan and associated targets will be reviewed in March 2019 when a new plan will be produced to cover the next three years.

Review and shared with staff: July 2017.

Governors: September 2017

Review date: September 2019

Accessibility Plan 2017-2019

The Headteacher and School Business Manager completed Hampshire Access Audit form and the following recommendations were made.

Access Report Ref	Item	Activity	Timescale	Cost
A5	Paths in good condition	Repair dips in Phase I tarmac where previous fencing has been taken away.	Completed – Easter 2017	£
D5	Adjustments for parents and visitors with communication needs	Update website to add possibility for information to be provided in large print and prior to the event (if requested) for people with communication needs.	By end of July 2017	N/A
E3	Signage	Make map of school available in the visitors' book.	By end of March 2017	N/A
E4	Colour contrast	Include colour contrast doors in phase I and II when next redecorating (phase III already done).	With next refurbishment	Unknown

Increasing the extent to which disabled pupils can participate in the school's curriculum

Objective	What	How	When	Success criteria	Completed
Enable staff to increase their knowledge and understanding of the needs of children with SEND and differentiate the curriculum accordingly.	Currently training required for Dyslexia, ASC, ADHD and attachment.	SENCO to arrange relevant training. Liaise with specialist teacher advisors as required.	Ongoing when required.	Behaviour, training already completed. Dyslexia, attachment, ASD, ADHD to be completed by July 2017.	Ongoing
To ensure that all teachers are following SENCO guidance for supporting children with SEND within the curriculum.	All teachers must ensure that they are providing the appropriate physical environment for children with SEND so that they can have full access to the learning. The curriculum must be differentiated accordingly to meet all needs.	Visual timetables, reward charts, time out areas, writing slopes, workstations and other necessary tools to be provided.	Ongoing	Visual timetables and reward charts evident. Workstations. Planning is differentiated.	Ongoing

Improving the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and associated services

Objective	What	How	When	Success criteria	Completed
Paths in good condition (A5)	Completely repair dips in phase I tarmac (currently fixed by local improvements)	Professional work to be carried out to restore tarmac.	By end of Summer 17	All paths are in good condition and free from hazards.	Easter '17
Signage (E3)	Ensure visitors can get around the school with ease.	Map of the school available in visitors book.	By end of March 2017	Visitors feel confident when moving around school.	Easter '17
To maintain visibility for partially sighted children or visitors (E4)	<p>Ensure that the steps outside year 6 are highly visible and the edges contrast sufficiently with the rest of the steps and the playground floor.</p> <p>Extend colour contrast doors to phases I & II.</p>	<p>Site manager to repaint the edging on the playground steps in brilliant white when it becomes necessary.</p> <p>Professionals to paint doors and frames to contrast with walls in phase I and II when next redecorating.</p>	<p>By end of July 2017</p> <p>Tbc.</p>	<p>The treads clearly contrast with the rest of the steps and the floor to provide maximum visibility.</p> <p>The doors contrast with the walls to provide maximum visibility.</p>	Easter '17

Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Objective	What	How	When	Success criteria	Completed
To improve communication of information about the school site and facilities available for disabled people. Adjustments for parents and visitors with communication needs (D5)	Update the document on the school website regarding the possibility for information to be provided in large print and prior to the event (if requested) for people with communication needs.	IT department to update website document.	By July 2017.	Updated information on the website. A map to be included with visitors' book at the school reception desk.	July 2017
To ensure that we are responsive to the needs of all parents and visitors with communication needs.	Continue to ask parents annually if they have any special requirements.	Admin team to add to weekly bulletin and include information in welcome pack.	Ongoing each autumn term and as required through the year with new arrivals.	All parents and visitors are able to communicate effectively with school staff.	July 2017
To ensure compliance with the DDA and SEND Code of Practice.	HT/Governors inform staff and governors of requirements and obligations. Share the accessibility plan and policies such as Equalities and SEND.	Share policies in staff meetings, TA meetings, Office meetings and Governor meetings.	Annual refresher of existing policies or when something changes.	Staff and governors are aware of their responsibilities with regards to equalities, the DDA and the accessibility plan.	July 2017