



Heaton St. Barnabas' CE (VA) Primary School

Policy For

Accessibility Plan

This policy was approved by Staffing Committee

On: 29th April 2022

Position: Chair of Staffing and Finance Committee

HEATON ST. BARNABAS' C.E. (V.A.) PRIMARY SCHOOL

Accessibility Plan

Aims and Values

Heaton St. Barnabas' 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. Heaton St. Barnabas' School aims to include all pupils, including those with disabilities, including chronic conditions and medical needs, in the full life of the school.

Our strategies to do this will include:

- Having high expectations of all pupils
- Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- Planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- Planning the physical environment of the school to cater for the needs of pupils with disabilities
- Planning the physical environment in the event of restricted access and traffic due to COVID 19
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- By providing written information for pupils with disabilities in a form which is user friendly.
- By using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- By reviewing our library and reading books to ensure that there are examples of positive images of people with a range of disabilities.
- Doing everything possible to support the personal, physical and medical needs of all our children

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2003, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA: not to treat disabled pupils less favourably for a reason related to their disability;

- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.
- 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;
- 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Admissions:

Heaton St.Barnabas CE Primary School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought when necessary, to enable an informed assessment of the individual's needs and how the setting is to meet these needs. This will include access to the various parts of the school and the requirements of the National Curriculum. Parents and carers of children with disabilities will be consulted and all possible actions will be taken to remove potential obstacles to learning. These obstacles could include physical, sensory, or learning environment issues within the school. See Admissions Policy:

Setting:

Heaton St.Barnabas CE Primary School is single storey site with a variety of entry points. There are steps between levels in the KS1 building however all levels can be accessed by a sloping ramp via an entry point. There are a number of specific disabled toilet facilities and a shower area. The car-park has disabled parking and there is disabled entry into the playground.

Educational Provision:

The staff at Heaton St.Barnabas CE Primary School value pupils of different abilities. The National Curriculum will be implemented to meet the needs of individuals and groups of children by:

- Modifying access strategies; providing Quality First Teaching; differentiated tasks; responding to children's diverse learning needs through a variety of teaching styles, modified learning objectives and outcomes,
- overcoming potential barriers to learning by accessing adult support, intervention programmes, use of ICT, use of supportive visual and physical aids as appropriate
- written information to be presented in different formats (visual timetables, different fonts, font sizes and formats, use of coloured overlays and flip-charts) to make it accessible
- recording to be presented in different formats (writing tools, ICT, use of scribes)
- setting suitable learning challenges through individual provision - IEPs (Individual Educational Plans) or group provision
- ensuring individuals are able to access other curricular opportunities in addition to or outside the National Curriculum such as: educational visits, special events, sports days
- monitoring progress by relevant professionals: Class Teachers, SENCO, outside agencies, KS Managers, the Head Teacher
- use monitoring to inform future planning of provision
- accessing support advice, translation services and Braille support if appropriate
- appropriate exit strategies will be put in place through a PEEP (Personal Emergency Evacuation Plan) and reviewed annually if a child is unable to exit school independently

Responsibility:

It is the responsibility of the SENCO and SLT to ensure appropriate provision is maintained for children with SEND at Heaton St.Barnabas CE Primary School. The Governing Body will ratify the Accessibility Policy, in conjunction with the SEND & Inclusion Policy annually and support the SENCO and SLT in their responsibilities.

Scope of the Plan This plan covers all three main strands of the planning duty:

Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

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, 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, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, sanitiser units, adjustable lighting, blinds, induction loops and way-finding systems. Physical aids to access education covers 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.

Increase the extent to which disabled pupils can participate in schools' curriculums.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training. Schools are expected to plan progressive improvements to allow access to the curriculum for all disabled pupils, although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

Improving the delivery of information to pupils with disabilities

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This may include alternative formats such as audio tape and large font and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Monitoring

Heaton St. Barnabas' School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. (Essentials are in **Bold** type) We will monitor:

- **Admissions**
- **Progress and Attainment**
- **Attendance**
- **Exclusions**
- Response to teaching styles/subject
- **Selection & recruitment of staff**
- **Governing body representation**
- Parents attending consultation meetings
- Parents' involvement in the life of the school e.g.in the classroom, school productions, sports day, fetes etc)

Useful telephone numbers:

Disability Rights Commission 0207 828 7022 DRC Helpline 0845 622

633 DfE Publications 0845 60 222 60

Ofsted Publications 020 7510 0180

**Heaton St.Barnabas CE Primary school
DISABILITY ACCESS PLAN**

Action	Progress/Notes	Achieved?
Physical Environment		
Ramp walkway – internal entrance ramped to create level access to school.		Y
Hygiene room refurbished and COVID PPE available.		Y
Access to the Curriculum		
Deployment of 1-1 TAs to support identified children		Y
Staff training on a variety of special needs <ul style="list-style-type: none"> • First aid & Pastoral care procedures reviewed • Epipen training • Administration of medicines • Intimate care – Catheters. Buttons etc 		Y
COVID PPE equipment in first Aid and Hygiene room		Y
Peer support for SEN children assessed reviewed and organised on a regular basis		Y
EAL training and provision in place where required		Y
Reorganisation of classrooms, timetables and teaching and learning arrangements as required for individuals to include Nurture room, library and intervention rooms		Y
Delivery of Information		
Laptops/notebooks employed when appropriate		Y
Large print used when appropriate		Y
Large screen magnifier for PC monitor screens used when appropriate		Y
Screen sanitiser wipes safe to use on equipment to ensure minimise risk of infection		

Action	Progress/Notes	Achieved?
All School staff are aware of access issues including car parking All building work has considered Accessibility guidance.		Y
All School Staff have awareness and understanding of the different needs of children in school with disabilities and medical needs and are willing and able to meet those need		As required
Staff training on a need's basis		As required
Support for children with chronic illnesses are able to access all aspects of the curriculum including residential visits		Y
Extra teaching space required to provide teaching areas where children can be taught on an individual basis	Current changing rooms to be developed in to intervention areas for 1-1 use and catch up programmes	N
Disability Discrimination Act Survey (DDAS)	Review priorities annually and budget as appropriate. Ensure priorities are completed within two years if still pertinent.	
DDAS - Ensure site circulation and building corridors are clear of obstructions.	Daily Site Manager inspections	Y
DDAS - A personal emergency egress plan (PEEP) should be agreed with each disabled pupil and member of staff. Ensure PEEPs are created as required for individual children.	Completed for each new pupil / staff member who joins us with a recognised disability. PEEP's are also completed for any member of staff or pupil with an incapacitating injury (e.g. in pot/on crutches etc)	Y
Whole staff training on a needs basis as required	All new needs addressed as they arise	Y
Ensure individual staff receive appropriate training/CPD to enable them to support specified children.	All new needs addressed as they arise	Y
Ensure budget/time made available to support children who require a modified curriculum.	All new needs addressed as they arise	Y
Induction loop provision for people with hearing impairment.	Available in the new Link and KS2 buildings Cost out requirements for install to the KS1 building. Review to assess priority	Y
SENCO to measure progress and attainment of disabled pupils termly (EHCP) and annually reported to governors and ensure good progress and suitable attainment is being achieved	Monitored by Head Teacher	Y
Offer newsletters and other school information in large print if requested.	Also available via the school website	Y
Ensure School Prospectus is reviewed and updated as required.	Completed 2021 Autumn term	Y