

Heathmere Primary School – Accessibility Plan

Heathmere



**Respect Resilience
High expectations**

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Role: Headteacher
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Accessibility Plan

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

Purpose of Plan

The purpose of this plan is to show how Heathmere Primary School 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 with a disability that they have:

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

Principles

Compliance with the Equality Act is consistent with our setting's aims and Equality 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

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In performing their duties governors have regard to the Equality Act 2010

Our setting:

- 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
- provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate

Due consideration will be given to the following areas:

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.

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.

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.

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.

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Accessibility Action Plan

Access to the physical environment					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
For the lighting in classrooms to be accessible for all children	Ongoing replacement of IWBs	SR	Short and Long	Rolling programme of 3 replacement boards per year Investigate costs and potential savings 2017. Then add onto building upgrade plan	
	Implementation of LED lighting in classrooms	SR	Medium		
For parents and children with physical disability to access the back entrance more easily	Liaise with the local council about uneven pavement on Hyacinth Road, and the steep slope into the school	SR/EL	Short term for pavement, longer term for the steep slope	To have met the relevant person at Wandsworth Council by July 2017	
For children to not be able to climb over the school fence so easily	Lobby the LA for a replacement fence	SR/EL	Long term	Next capital bid in Feb 18	Would also improve disabled access
Monitor the impact of improved KS1 and KS2 playground provision to ensure it is more accessible for all	Teach children how to access different parts of the KS1 playground Broad range of activities on offer for KS2 children. Consult with children and staff to monitor the impact	JW/BC	Short and medium term	End of Spring 2 and end of Summer 2	

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Access to the curriculum					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
For pupils with SEND to be targeted for after school clubs	Broad range of clubs in place Team of staff who offer clubs, to make sure that individual children are approached and that clubs are accessible for them	BC/TM/MG	Short	At the start of each term	
Ensure provision is in place to allow children with SEND to attend residential trips	Risk assess individual children where required Liaise with residential facilities to ensure children's needs can be met	BC	Short term	Residential trips: Y6 February 2017 Y4 March 2017	
Staff have increased subject knowledge of how children with SEND have their needs met within the classroom	Training for ASD, ADHD, one page profiles and how to write SEND support plan Support for staff when writing SEND support plans	NK	Short and medium	Training sessions planned in over the course of 2016/7	
Ensure that children with SEND are supported to access the increased expectation of the new National Curriculum	Children levelled at the relevant year group if not accessing the year group content Moderation in place to ensure accurate assessments of children with SEND	BC/NK/CM/JH	Short term	Ongoing, half-termly, in line with moderation	

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Access to information advice and guidance					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
For parents with EAL to access letters and meetings etc	Translation provided (in house or externally) for parents meetings and SEND meetings Letters read out to children at the end of the day Texting service used	EM Class teachers	Ongoing	As and when this is required	
Strategies in place for children to access writing	Coloured paper where needed Clear modelling of handwriting Resources to support on the table Information ‘chunked’ into smaller amounts Enlarged print where required	NK/CM	Ongoing		