



Heatherside Infant School – Accessibility Plan

POLICY TYPE	REVIEWED BY	APPROVED	REVIEW CYCLE	NEXT REVIEW
Equality	FGB	9.3.2017	Three Years	Spring 2020

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001.

Definition of Disability

Disability is defined by the Equality Act 2010: "A person has a disability if he or she has a physical or mental impairment that has substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA substantial means 'more than minor or trivial'. Long term means 'has lasted or is likely to last more than twelve months'.

Key Aims

For pupils, and prospective pupils, staff, parents/carers and visitors with a disability:

- To reduce and eliminate barriers to participation/access in the school curriculum
- To improve and maintain access to the physical environment
- To improve the delivery of information to disabled pupils, parents and visitors

Current good practice

a) Curriculum

The school seeks and follows the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts to ensure we maximise pupils' learning opportunities and experiences. The school works closely with parents and professionals before pupils enter school to ensure specialist expertise and resources are in place. The school promotes and supports effective teaching with active and participative learning for all pupils alongside placing a high value on developing self-esteem and ensuring that learning for all takes place in a stimulating, purposeful and creative environment. The school curriculum is broad, rich and innovative and is responsive to the different learning needs of pupils and delivers their entitlement to high quality learning. All pupils are supported to overcome barriers to learning. All extra curriculum activities are available to all pupils.

b) Physical environment

The school is categorised as an 'Access School' by the local authority. Most areas of the school are accessible. The school takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

c) Provision of information

The school makes itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested

Objective	What	Who	When Timescale	Success criteria
<ul style="list-style-type: none"> Aim 1 - to reduce and eliminate barriers to participation/ access in the school curriculum 				
To liaise with preschool providers to review YR intakes	Identify pupils requiring additional/different provision for Sep 2017, 18,19,20	EY co-ordinators	Summer term every year	Transition into YR for all pupils
To ensure access to curriculum for all pupils	To individualise provision where necessary through use of: <ul style="list-style-type: none"> LSAs Personalised resources Nurture groups Intervention programmes 	HT SENCO Teachers and LSAs	Ongoing as needed	School is accessible for all children whatever their individual need All children attending full time school
<ul style="list-style-type: none"> Aim 2 - to improve and maintain access to the physical environment 				
To ensure partially sighted children, parents and visitors can access the site	Ensure edges of internal steps are highlighted in yellow.		Termly checks by site manager and replace as necessary	All children, parents and visitors can access the school
Courtyard paths to be free from drops, holes	Repoint paving slabs in the courtyard area.	AO	Complete by Summer 2018	Courtyard is free from drops, holes
To improve pedestrian safety	Speed bumps on access road to be considered Pedestrian crossing to be marked between the two schools on the side road.	AO	Summer 2017 Summer 2017 Completed	To be agreed with HJS Slow traffic to create safer crossing for staff, pupils and parents Visible crossing area

Objective	What	Who	When Timescale	Success criteria
Taps easy to use	Replace all push taps with sensor taps in toilets		When updated	Taps are easy to use
Playgrounds are free from collection of debris and rain water	Replace drainage channels with ACO channel drains with heel guard grating		Ongoing	Drainage channels are free from debris
<ul style="list-style-type: none"> • Aim 3 - to improve the delivery of information to disabled pupils, parents and visitors 				
To improve information accessibility for parents who have English as an additional language	To ensure that EAL parents are offered the opportunity for clarification of information	Office Staff & Teaching staff	Ongoing	All parents will understand the school processes and procedures and the information provided about their child