



Heamoor Primary School

Accessibility Management Plan

This policy was reviewed in May 2014
This policy will be reviewed by May 2016
Head teacher's signature:
Health & Safety Governor's signature:
Chair of Governor's signature:

Table of Contents

Context	3
Definition of Disability (Equality Act 2010).....	4
Progressive conditions considered to be a disability	4
Introduction	4
Vision Statement.....	5
Aims.....	5
School Ethos.....	5
Heamoor School (see appendix)	5
Methodology	6
Review and Evaluation	6
Heamoor Primary School Accessibility Plan 2014 to 2017	8
Improving the Curriculum Access.	8
Heamoor Primary School Accessibility Plan 2014 to 2017	9
Improving the Physical Access.	9
Heamoor Primary School Accessibility Plan 2014 to 2017	10
Improving the Delivery of Written Information.	10
Appendix.....	11

Context

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in the areas of:

- employment
- education
- access to goods, services and facilities including larger private clubs and land based transport services
- buying and renting land or property
- functions of public bodies, for example the issuing of licenses

The Equality Act also provides rights to ensure that people are not directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

Employers and building owners/managers have a duty ensure that disabled people are not disadvantaged by a physical feature, practices or policies of any establishment.

Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.

Reference of this plan will be made available in the following areas

- The School Prospectus
- Staff Handbook
- The School complaints procedure
- The School website.

The Accessibility Plan will be monitored through the Governor Finance & Standards Committee and may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

This plan should be read in conjunction with other relevant documents including:

- Equality of Opportunity Policy.
- Special Educational Needs Policy.
- Common Curriculum Policy.
- School Evaluation and Development Plans.
- Health & Safety Policy
- Behavioral Management Policy
- School Prospectus.

Definition of Disability (Equality Act 2010)

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Introduction

This plan considers current arrangements and facilities in place for pupils with Access needs, and covers the school's ongoing commitment to ensuring pupils have ease of access to the school premises, learning and recreational facilities. The plan will set out a clear message of how and where access will be improved.

The plan has considered information given in the Local Authority Audit (2002) and Building Control Audit (2013). The Accessibility Plan will be reviewed annually in respect of progress and outcomes, and provide a projected plan for the three years period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority and Trust will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Vision Statement

Children Learn As They Live

Aims

Heamoor School will achieve this vision by...

- Providing a warm, friendly, caring environment where our children can develop self-confidence and increase their self-esteem.
- Assisting the children to reach their full potential academically, physically, socially, spiritually and morally by providing a nurturing and affirming ethos throughout the school.
- Providing a stimulating, cohesive curriculum which is appropriately differentiated to cater for each child's individual needs, abilities and skills.
- Helping the children to develop a sense of responsibility and tolerance towards others both within and beyond the school community and to have respect for the local and wider environment.
-

School Ethos

Heamoor School is driven by a shared belief that children's learning must be central to all our thoughts and deeds. Heamoor is a school with a genuine sense of community and a strong team spirit built upon mutual trust, respect and support.

A commitment to maintain and develop this is at the heart of our school ethos. We set high expectations for all members of the school community in terms of academic, personal and social development. The School believes that the professional development of all staff is a pre-requisite to improving the quality of learning for our children, and are therefore strongly committed to it.

We aim to ensure that high expectations, **equality**, fairness and a sense of community are the hallmarks of our school both now and in the future.

Heamoor School (see appendix)

Access to the school is via public pavement for pedestrians and via a one way drop off point and car park for vehicles. A mini zebra crossing is provided for pedestrians to traverse the car park safely. Drop kerbs are provided but tactile pavers are not. One disabled parking bay is provided immediately adjacent to the access ramp. An additional space should be provided next to the existing one to increase availability in relation to the number of car parking spaces available. There is directional signage provided but it is too small for the visually impaired. The main entrance can be reached via an access ramp or separately provided steps. The steps are satisfactory. The ramp however, is constructed without intermediate landings and handrails. The ramp should therefore be reconstructed in accordance with approved guidance. From the top of the ramp to the main entrance is laid in paving slabs which are generally level.

The main entrance doors are full height glazed timber double doors. They are manually operated but do not require excessive force to open them. There is level access across the threshold. The inner lobby doors are of similar construction and operation. The reception point is set at low level which is adequate for all users.

Horizontal circulation is generally satisfactory within the building. There are, however a number of external egress doors which have a step. These should be provided with compliant ramps for means of escape purposes.

A compliant disabled WC compartment is situated off of the main corridor.

Induction loop hearing systems are not provided to either the reception area or the assembly hall. Large print, audio or Braille versions of information provided is not available.

Methodology

This plan will seek to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe. The School vision, aims and ethos demonstrates a clear direct approach to the delivery of the curriculum. The School actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

The plan has considered improved access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe. Priorities will include: Adjust dropped kerbs and install tactile pavers; Mark out additional disabled parking bay; Directional signage; Alterations to ramp and provision of handrails; Construct ramps to external doors; Provision of portable induction loop system; Adjustments to staff room.

Finally this plan will demonstrate where delivery of **written information** to pupils, staff, parents and visitors with disabilities could be improved; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Review and Evaluation

This plan has the status of a policy of the Governing Body and will be reviewed annually in accordance with the *Handbook of Governance*. Date of next review January 2015.

It is monitored and evaluated by the Head teacher and Chair of Governors

Heamoor Primary School Accessibility Plan 2014 to 2017

Improving the Curriculum Access.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To develop an induction programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by HT and SENCo	Continuous	Increased access to an appropriate curriculum for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Monitored by HT	Continuous	More time available for pupils to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access Monitored by Chair of Governors	Continuous	Society will benefit by a more inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class (e.g. through Dorset Matrix) and staff accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff Monitored by HT and SENCo	Continuous	All pupils are supported to achieve their full potential

Heamoor Primary School Accessibility Plan 2014 to 2017

Improving the Physical Access.

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, Health & Safety Audits, the Capital Build 'Backlog Maintenance' Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action.

AREA	PLANNED WORKS	TIMEFRAME	BUDGET COST
Outside areas	Adjust dropped kerbs and install tactile pavers.	April 2015 – March 2016	£500
Car Park	Mark out additional disabled parking bay.	April 2015 – March 2016	£200
Outside areas/Car Park	Improve and increase size of directional signage.	April 2015 – March 2016	£200
Entrance	Alterations to ramp and provision of handrails.	April 2014 – March 2015 (Grant permitting)	£3000
External Egress Doors	Construct ramps to external doors (5 number).	April 2014 – March 2015 (Grant permitting)	£2500
Hall & Reception	Provision of portable induction loop system.	April 2014 – March 2015	£400
Staff room	Adjustments to staff room. Lever taps and an under sink knee space should be provided to allow wheelchair users to use them.	April 2015 – March 2016	£250

Heamoor Primary School Accessibility Plan 2014 to 2017

Improving the Delivery of Written Information.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting	Continuous	Delivery of information to disabled pupils and parents improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that	All school information available for all through hard copy and website	Continuous	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	As required	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	Communication audit by SALT On-going Performance Management arrangements Training on range of issues such as functional use of language, Sign along and managing SALT plans	Awareness of target group raised	As required	School is more effective in meeting the needs of pupils.

Appendix



Crossing from pavement to access ramp with no tactile pavers



Drop kerb from disabled car parking space with no tactile pavers.



Disabled parking bay.



Pedestrian access to ambulant steps.





Access ramp to main building.



Gates to access the playground from the top of the access ramp.



Access ramp from classroom onto playground.



Egress door with step.



Access path and signage to main entrance doors.



Egress doors with step.



Main entrance doors.



Egress door with step.



Egress door with step.



External play area.



External circulation path to access ramp and main entrance.



Egress door with step.



Approach to top of ambulant steps.



Ambulant steps.



Ambulant steps.



Ambulant steps.