



Accessibility Plan

2019-2023

Introduction

At Heamoor School we are committed to providing a fully accessible environment and curriculum which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a specified period.

Values statement

At Heamoor School our vision is to achieve the very highest standards of educational learning, within a caring, exciting and stimulating environment. We work hard to ensure **all** pupils achieve their full potential and are dedicated to supporting the personal development and wellbeing of all learners within our school. We 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.

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.

Procedure

1. The Heamoor School Accessibility Plan has been drawn up in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan was updated in June 2018 to reflect new statutory requirements for the setting of Equality Objectives and is compliant with paragraph 3 of schedule 10 to the Equality Act 2010
2. The Accessibility Plan is structured to complement and support the school's SEN Information Report and SEN Policy which are published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon our compliance with that duty.
3. We are 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.
4. The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given time-frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information and will contain relevant and timely actions 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;

- improve 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;
- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; 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.

6. 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.

7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Premises and Management Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions Policy
- Administering Medicines Policy
- Special Educational Needs Information Report
- School's Local Offer
- Behaviour Policy
- School Improvement Plan
- School Brochure / Prospectus and Vision Statement

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. A further Access Audit will be completed by the school prior to review in order to inform the development of a new Accessibility Plan for the ongoing period.
9. The aims of the Equal Opportunities Policy underpins the approach 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.
10. The School Brochure / Prospectus will make reference to this Accessibility Plan.
11. The School's Complaints Procedure covers the Accessibility Plan.
12. The Accessibility Plan will be published on the school website.
13. The Accessibility Plan will be monitored through the Premises Committee.
14. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

To be reviewed: Spring Term 2023

Ensuring access for all pupils to the curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for all pupils, and prospective pupils, including those with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained Teaching Assistants and access arrangements in place for statutory testing.

Ensuring access for all pupils to the curriculum				
Target	Strategies	Time-scale	Responsibility	Success Criteria
To liaise with pre-school providers to prepare for the new intake of children into EYFS each year.	Transition sessions in school for child and parents. Visits to pre-school settings. Attendance at multi agency meetings prior to start. Home visits.	May to July annually	EYFS Teacher/ AHT/SENCO	Information is shared and provision is in place for when child starts in EYFS.
To liaise with other educational establishments to prepare for the intake of new children who transfer within year.	Telephone conversations prior to start. Attendance at multi agency meetings prior to start if possible. Secure sharing of information/work/CP files.	Ongoing as needed	HT/AHT/SENCO	Information is shared and provision is in place for when child starts school.

To review policies to ensure that they reflect inclusive practice and procedure.	Use of School Bus Compliance Manager to share policies.	Ongoing	HT/AHT/Governors	All policies clearly reflect inclusive practice and procedure.
To establish and maintain close liaison with parents.	Newsletter. Class DOJO. Parents' evenings across the year. Focussed meetings when PLP goals are written and reviewed. Parental questionnaires. Subject based Parent workshops. Phone calls home to discuss successes and concerns.	Ongoing	All Teaching Staff/ SENCO/HT/AHT	Clear collaborative working approaches with the child in mind, through regular meetings, provision reviews and action planning.
To establish and maintain close liaison with outside agencies for pupils with additional needs.	Attendance at multi -agency meetings. Availability of space offered for multi-agency meetings. Sharing of essential information to inform next steps for child in e-mail or telephone conversation when a meeting is not planned.	Ongoing	Class teacher/HT/AHT /SENCO/Learning Mentor	Clear collaborative working approaches with the child in mind, through regular meetings, provision reviews and action planning.

To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision.	Create personalised risk assessments for individual children making reasonable adjustments to provide inclusion and safety. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out	Ongoing	Class teacher/HT/EVC Coordinator/SENCO/ Site Supervisor/Health and Safety Coordinator and Governor	Evidence that appropriate considerations and reasonable adjustments have been made. Risk assessments in place. Safe inclusion as appropriate for all children.
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Improving access to the physical environment of the school

It is important to continue to improve the physical environment of the school for all children but most importantly to ensure that pupils with a disability, medical condition or other access needs can access all areas of learning.

Improving access to the physical environment of the school				
Target	Strategies	Time-scale	Responsibility	Success Criteria
Improve the physical school environment.	The school will take account of the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Ongoing	SLT/Site Supervisor/Governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
	Access Audit to be updated by the school	By July 2019	AHT	All children will have access to all areas of the school site. Accessibility Plan is in place.
Ensure that reasonable adjustments are made for all pupils with a disability, medical condition or other access needs regarding the physical school environment.	Yellow marking on access steps to be renewed. Lighting issue and emergency system installation in Accessible Toilet to be addressed. Finger guards to be installed on all doors.	Ongoing as needed	SLT/Site Supervisor/Governors	As full as possible inclusion for all pupils.

	<p>Create personalised risk assessments for individual pupils as necessary.</p> <p>Liaise with external agencies, identifying training needs and implementing training where needed.</p> <p>Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p>			<p>Safe evacuation in an emergency.</p>
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Improving the delivery of written information to all pupils, families and visitors

Heamoor School will plan to make written information that is normally provided by the school accessible to all pupils and adults. Examples may include handouts, textbooks and information about school events. The information will be adapted to take account of pupils' disabilities and pupils', families' and visitors' preferred formats. Adapted information will be made available within a reasonable timeframe. We will continually review current levels of need and respond to changes in the range of need. The school will identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will also enable us to access a range of materials supportive to need.

Improving the delivery of written information				
Target	Strategies	Time-scale	Responsibility	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing	Ongoing as needed	SLT/Class teachers	All children, their families and visitors will be able to access all written information.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education.	Staff to adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Ongoing as needed	SLT/Class teachers	All parents can fully support their child's education.