



Heber Primary school

Accessibility Plan

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to:

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a...

'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

This plan recognises what is already in place in our school and includes future steps we will take.

Future steps have been identified as part of the process of:

- drawing up, implementing and reviewing the School Improvement Plan,
- updating the School SEND Information Report,
- regular and ongoing consideration of existing and potential barriers to learning and to access to the school and
- information sharing and ongoing engagement with parents.

Access to the curriculum and participation in school activities

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities.

Our school has already:

- Provided and will continue to provide training and support for specific support staff in supporting children on the autistic spectrum.
- Included in pre-visit risk checks for residential school journeys and other school visits, the discussion of provision for any pupils with a disability, ensuring that these pupils can participate in the trips.
- Ensured all staff are aware of and know the specific needs of children with disabilities.
- Ensured and will continue to ensure that all staff are given ongoing support and advice in enabling every child's access to all aspects of school life as is feasible.

During 2018-21 the school plans to:

- Review the accessibility of computing equipment.
- Continue to ensure that provision is made for children with disabilities in all school visits (including residential) undertaken by the school.
- Provide specific training for staff in Early Years on identifying and referring children with a hearing impairment.

Access to the Physical Environment

This involves improving the physical environment of the school to improve access to the building and its facilities for all members of the school community

Our school has already:

- Ensured that all staircases have secure, easy to grip hand rails.
- Provided disabled access to the ground floor by installing a wheelchair lift to give access to the main school entrance.
- Installed a disabled toilet and shower.
- Engaged with various external agents such as occupational therapists, the hearing impairment team, visual impairment team, school nurse/specialist medical consultants and the autism team to consider and provide for specific needs of children with such disabilities.
- Considered the appropriate allocation of classrooms and in class seating arrangements for children with visual and hearing impairments.
- Created a sensory space for children with conditions such as Autistic Spectrum Condition (ASC) who require a calm environment away from the classroom.
- Created a quiet garden area for children with conditions such as ASC who may have difficulties with the playground environment.

During the 2018-21 our school plans to:

- Investigate impact of layout, environment and lighting on children with ASC or other additional need.
- Explore how to further improve the movement of children through the school in ways that are safe and ease congestion
- Explore more ways to support transition of children, particularly those with ASC, from one context to the next; for example from the classroom to the art room or inside to outside.
- Review and improve, where necessary, signage and visuals for people with disabilities.

Access to Information

This involves improving the delivery of information to any member of the school community who has a disability.

Our school has already:

- Liaised with the Southwark Hearing Impairment team and Visual Impairment Team to receive support and training for relevant staff in adapting work/resources for hearing impaired/visually impaired pupils.
- Ensured that signage for exits etc. uses non written symbols (such as running man) to clarify meaning.
- Provided information to parents and carers about organizations and groups which work with and support the families of children with disabilities.

During the 2018-21 our school plans to

- Replace the sound system in use for assemblies, presentations to parents and children's performances.
- Produce newsletters in alternative formats e.g. large print, online according to need.
- Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate.

Access to the Curriculum 2018-2021				
Area	Current Barrier	Objective	Actions	Time-Scale
ICT	ICT hardware and software is not always appropriate or accessible for pupils with a disability i.e. visually impaired	To ensure that all pupils have access to appropriate equipment and software for their needs	To purchase suitable hardware e.g. keyboards and appropriate software to support the needs of pupils with a visual impairment	Summer 2019
School trips	Some school trips may not always be suitable for pupils with disabilities	Ensure that consideration continues to be given to pupils with disabilities	To plan school trips which include all pupils and that a pre-trip visit includes careful consideration of provision for pupils in the class with disabilities. Training will be provided to all staff in Early years on recognizing hearing difficulties and supporting children with this condition	When planning all school trips Dec 2018 and annually thereafter
Early identification of hearing impairment	As children travel higher up the school, specific needs suggest issues with hearing. This needs to be explored and ruled out before children leave KS1	To ensure that the children have maximum access to the curriculum		
Access to the Physical Environment 2018-2021				
Classrooms and corridors	Children with ASC may find aspects of the environment affect their ability to learn/transition	Identify and seek to address those barriers to learning	Investigate the impact of layout, environment and lighting on children with ASC or other additional need. Review signage across the school environment so as to support access to all	Summer term 2018
Access to Information 2018-2021				
School hall	The lighting in the hall means that some children and parents may be unable to see what is being said in assemblies and on presentations	To enable all members of the school community to see the whiteboard clearly in assemblies, presentations and school performances	Review of the lighting in the school hall	Provision to be made in budget for 2019-20
Communication with parents	Some parents are not able to access the information sent out by school	To ensure that information the school provides is available to all parents	Ensure all letters from school are written in plain English and are printed in Arial font 12. A larger font should be provided on request. Newsletters will be published on the website	Immediate and ongoing review

Website	Not all parents appear to be able to access information on the school website.	To identify what the barriers are and seek to remove them	Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate	Spring Term 2018
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Approval and Review Record

Policy Approved by Governors on (date) 25/9/18

Signed by Chair of Governing Body/Committee: T. Bell
 (date) 25/9/18

Due for Annual Review by Governors (date) 25/9/2021

