

Heath Fields Primary School School Accessibility Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Heath Fields Primary School's buildings are designed to meet the needs of disabled pupils:

- All classrooms are on the ground floor.
- All public access rooms, toilets and hall are on the ground floor, with no steps.
- Disabled toilets are installed.
- Access to the playground is possible from various exits.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) "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 Objectives

To reduce and eliminate barriers to access to the curriculum and to fully participate in the school community for pupils, prospective pupils and adult users with a disability.

Principles

- 1 Compliance with the DDA is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy.
- 2 The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - actively seek ways to improve the school environment for current and potential users
 - 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
- 3 In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
- 4 The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- 5 The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National

Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils

Activity

Heath Fields Primary School has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

a) Delivery of the curriculum

Where appropriate, the school will make reasonable adjustments to ensure that all pupils have access to a broad and balanced enriched curriculum.

The school will continue to seek and follow the advice of LA services, such as SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

In particular:

- accessibility around the school path to the rear entrance.

c) Provision of information in other formats

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

Linked Policies

This plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- Staff Development Plan
- SEN Policy
- Equal Opportunities Policy
- Curriculum Policies

Heath Fields Primary School Accessibility Plan 2016-2017

	Targets	Strategies (Person Responsible)	Estimated Cost/£	Completion date	Success Criteria (Monitored by)
Short term	<p>Raise staff awareness of needs of any disabled students starting</p> <p>Address curriculum needs of students starting</p> <p>Improve access to building and evacuation</p> <p>Improve facilities to meet the needs of disabled parents/carers</p>	<p>Staff Briefed (SENCO, previous school, parents)</p> <p>Appoint teaching assistants as required (HT)</p> <p>Ensure evacuation procedures are appropriate (HT)</p> <p>Consult parents/carers on requirement to address their disabilities. (SENCO) Address needs as far as resources allow and plan for further improvements (HT)</p>	Budget	July 2017	<p>Needs of student known</p> <p>Needs of student catered for</p> <p>Needs known</p> <p>Needs met as far as possible</p>
Medium Term	Training for staff on the technology and practices available to assist disabled people	Following the above appropriate briefing and training given to staff. (SENCO/INSET CO)		As identified for each student	Future needs planned for
Long term	<p>Continue to adapt internal doors to allow a wheelchair user to get through unaided</p> <p>Needs of future students/parents planned for</p>	<p>Planned use of FC and Access Initiative funds</p> <p>Any needs identified by Heath Fields are well planned for, prioritised and addressed accordingly.</p>		<p>2017 onwards</p> <p>2017 onwards</p>	<p>Internal accessibility improved</p> <p>School accessibility improved for a wider range of disabled people</p>