



## Heronswood Primary School and Pre-School

### Accessibility Policy 2017-2020

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment 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.

2. Heronswood Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA). 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 aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Accessibility Plan will be published on the school website.

**Written by – Mrs R Pierpoint**

**Policy Written – February 2017**

**Policy Ratified – February 2017**

**Policy Review Date – February 2018**



## Accessibility Plan 2017-2020

### Facilities already in place

Flat, level path to main school office Disabled toilets x3 (Staff corridor, LKS2 & UKS2) Disabled changing facilities including hoist Lift x2 to link all areas of school	Ramp to playground and children's entrances Wide doors throughout school for wheelchair access Clear routes through school for access
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### Improving the Physical Access

Target	Strategy/Action	Outcome
Improve quality of ramps/slopes to playground.	Speak to local council about widening the entrance path to school. Collect quotes for repair works and improvements to school ramp.	To ensure the slopes and ramps from the pedestrian path onto the school site are wider and more appropriate to allow easier access.
Ensure that pathways are kept clear of vegetation at all times.	Check school grounds contract are aware of need to keep all paths clear.	To ensure pathways are safe for all users.
Ensure all corridors are wide enough to allow wheelchair access.	Check requirements for corridors. School to consider increasing size of corridors.	To ensure all school users can access all areas safely and independently.
Ensure all doorways are wide enough to allow wheelchair access.	Check requirements for doorways. School to consider increasing size of corridors	To ensure all school users can access all areas safely and independently.

### Improving the Curriculum Access

Target	Strategy/Action	Outcome
Training for teachers on differentiating the curriculum.	Training specific to pupils' needs. Provide training for all staff	To ensure that teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Whole school community aware of issues.
All out of school activities planned to ensure participation of all pupils.	Review out of school provision in relation to all children	To ensure that all out of school activities conducted in inclusive environment ensuring compliance with legislation.
Classrooms are organised to promote participation and independence of all pupils.	Classroom layouts reviewed to support the learning process of individuals	To ensure that lessons start without the need to make adjustments to accommodate needs of individual pupils

### Improving the Delivery of Written Information

Target	Strategy/Action	Outcome
Make available school brochure, newsletter and other written information for parents in alternative formats.	Ensure information is available in other formats and parents are aware of this.	To ensure that school information is available for all, including any necessary adaptations to meet individual needs.