



**Heather Garth
Primary Academy**
Stars Aiming High

Accessibility Plan

Policy Review Details

This review date is a guideline only and if circumstances or recommendations change then the policy will be reviewed and amended as appropriate.

This policy will be reviewed by the Governing Body on a 3 yearly basis

Date of Issue: Spring 2022

S. Farr

Chair of Governors Signature

Headteacher Signature

Date of next review: Spring 2025

Accessibility Plan

Accessibility Plan

At Heather Garth Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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 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.

Objectives

Heather Garth Primary 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Heather Garth Academy School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Accessibility Plan

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their 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 schools 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 and maintain 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 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 timeframe.

The Heather Garth Academy School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

- Positive Learner Policy
- Curriculum Policies
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which 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. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

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.

E Accessibility Plan will be published on the school website.

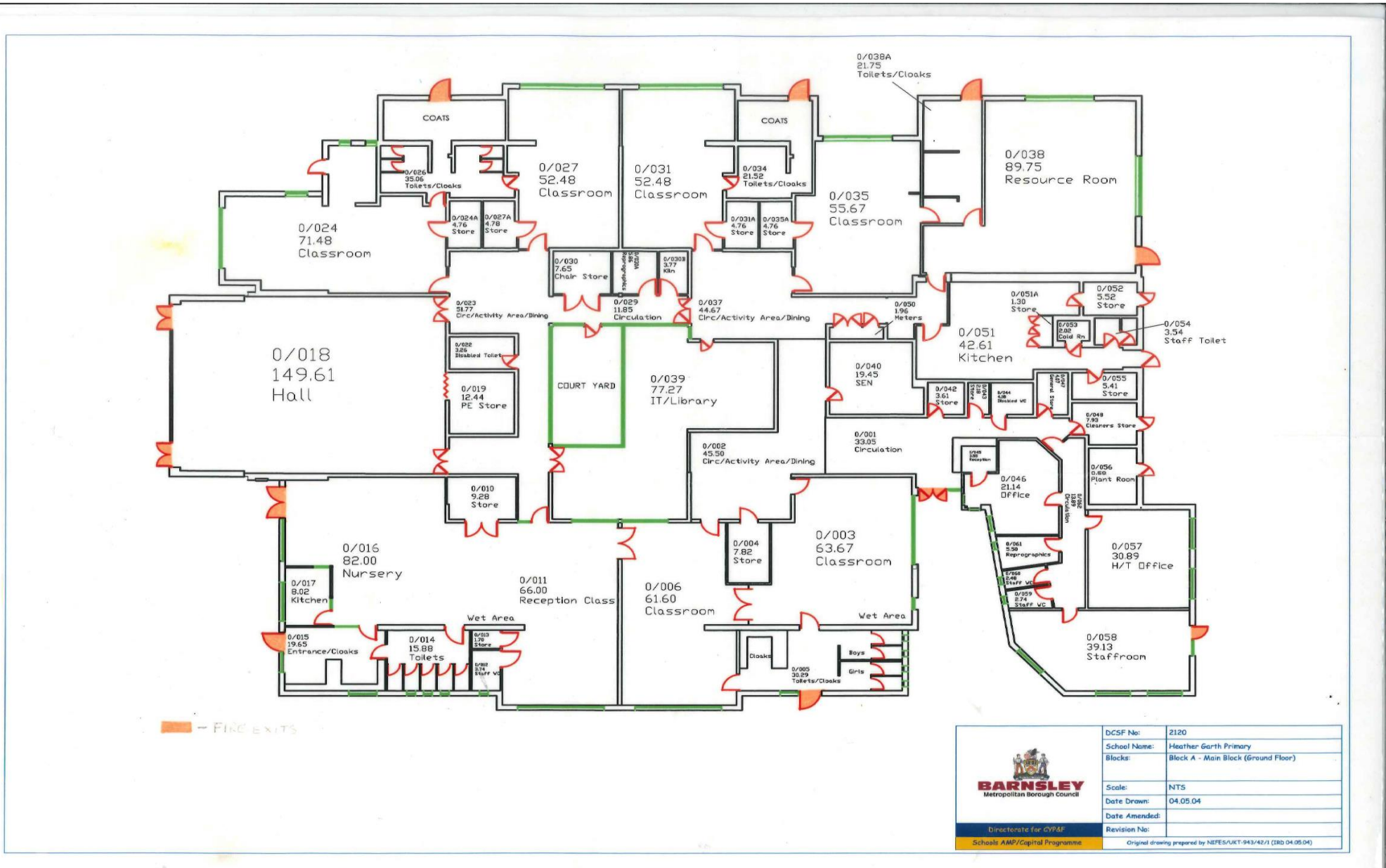
Accessibility Plan

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- School Business Manager
- Site Manager

A plan of the school buildings showing areas of accessibility is shown below



Accessibility Plan

Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time scale	Priority	Cost	Date completed	Responsibility
1	Is there clear routes through school ?	Keep corridors clear from obstructions.	immediate	high	none	Ongoing	All staff / Premises manager
2	Is there Wheelchair access to the main school building?	Enable wheelchair users to be able to access the playground independently	When required	Low			Premises manager
3	Is there availability for disabled parking?	To ensure they are clear at all times for disabled visitors	On going	Medium		On going	Premises manager
4	Is their disabled facilities on site?	Toilet in place in reception and call cord works	Immediately	high		On going	Premises manager
5	Have you disabled changing and showering facilities	Disabled changing is available in the blue building		Low			Premises manager /SLT

Action Plan B – Improving Curriculum Access

Accessibility Plan

Ref	Question	Recommendations	Time scale	Priority	Cost	Date completed	Responsibility
1	Is there Differentiation in Teaching?	SENDCO and SLT to monitor quality of differentiation and provision for SEND pupils	Ongoing	High	SLT and SENDCO release time		SLT and SENDCO
2	Are Interventions taking place to support children?	SENDCO to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Ongoing	High	Resourcing costs of identified areas to develop		SENDCO and Assessment Lead
3	Are classrooms organised to promote the participation and independence of all pupils?	SENDCO to carry out an audit of resources to ensure that lessons are planned to meet the needs of all pupils in the class.	Ongoing	High	Possible resource implications where gaps are identified		SENDCO
4	Is Staff trained in the production, implementation and review of Provision maps and monitoring systems.	SENDCO and Assessment Lead to deliver staff training to teaching staff.	Ongoing	High	Resourcing costs of identified areas to develop		SENDCO and Assessment Lead
5	Are staff trained in supporting pupils with SEND – focus on key areas of need within the school:	SENDCO to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Ongoing	High	Resourcing costs of identified areas to develop		SENDCO and Assessment Lead

Accessibility Plan

Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time scale	Priority	Cost	Date completed	Responsibility
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	Medium			Business Manager
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing	Medium			Business Manager and admissions

