

Heathfield Primary School



Accessibility Plan 2019

Signed Head:

Signed Chair:

Date:

Primary School Access Plan reviewed December 2018

(To be monitored every three years to look for revisions needed comprising staff, governors, parents and community reps.)

Access to the Physical Environment

	Issues	Strategies	Timescale	Responsibility	Success criteria
current	School is aware of the access needs of disabled children, staff and parent/carers	a) Create access plans for individual disabled children as part of PLP process	Reviewed every 3 years	SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings.
		b) Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings etc.	Reviewed every 3 years	Headteacher	
		c) Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.		Office Manager/ Headteacher	
	School staff are better aware of access issues	d) Circulate information on Access to Work Scheme to SLT and governors	Reviewed every 3 years	Headteacher	Parents able to access fully all school activities.
		e) Ensure staff are aware of Environment Access Standard		Headteacher	
		f) All contractors doing R&M to work to BCC Environment Access Standard		Headteacher	
					Access issues not influencing recruitment and retention decisions.
					"
					On-going improvements in access to all areas in R&M works.

	Reception area	a) Furniture arranged so area is wheelchair accessible waiting chairs of different heights available for visitors	Reviewed on three year cycle	Caretakers	Disabled parents/carers visitors feel more welcome.
	Signage and external access for visually impaired people	a) Replace external light bulbs immediately when dud b) White stripes on edge of all external steps		Caretakers Caretakers	Visually impaired people feel safe in the grounds. "
	Ensure all fire escape routes are suitable for all	a) Generic PEEP kept in office for disabled visitors		Headteacher/ Office staff	
	Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children b) Develop a system to ensure all staff are aware of their responsibilities	Reviewed each year for new starters and shared with class teachers Staff briefing after fire drills	SENCO Headteacher	All disabled children and staff working with them are safe and confident in event of fire.
	disabled person's parking bay with	a)Allocated space with installed dropped kerb to	Review termly to remind	Headteacher	Accessible parking bay for disabled

	access to reception is easily accessible	enable access to the reception from car park	parents to keep this bay clear	Caretakers	staff/visitors. Easy access from car park to reception for wheelchair users/people with pushchairs etc.
	adequate lighting in all areas	Advice sought on the lighting in all teaching areas from the Sensory Impaired Children's Team	Review every three years	SENCO Headteacher	Lighting improved for visually impaired and hearing impaired children currently in school.
	Improved acoustics in the hall	a) Seek advice from the Sensory Impaired Children's Team for individual pupils as needed b) Make alterations e.g. sound system	Use of sound packs for children with hearing loops as needed	SENCO Headteacher	Hearing impaired children and adults better able to access activities in Hall.
	Library design ensures shelves accessible to all children	a) Reduced height of shelves for children's readers. Higher shelving for display or guided read stock b) Layout makes area wheelchair accessible	Review every three years	Communication Lead Site Staff	All children have independent access to all books.

Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities	Success criteria
ongoing	Ensure TAs have access to specific training on how children with medical needs.	a) Use staff appraisal to identify TAs training needs and inform Professional Development process	annually	SENCO	Raised confidence of TAs as above.
	Ensure all staff are aware of how disabled children can access the curriculum to ensure they reach their full potential.	a) System of individual access plans for children with medical conditions. b) Set up system for information to be shared with appropriate staff	Annually, induction for new staff	SENCO	All staff aware of individual pupils' access needs.
	Ensure all staff are aware of, and able to use, SEN software and resources to support children within all curriculum areas.	a) Audit all SEND ICT and other resources and make list available to all staff b) Run individual training sessions on use of SEND Software	Annually – autumn term Deep Support SDM	SENCO SENCO	Wider use of SEN resources in mainstream classes.
	Ensure all school trips and Robin Wood (or similar) are accessible to all	a) Develop guidance for staff on making trips accessible b) Investigate any new camp locations if they are to be considered for future years	annually	Headteacher PE Subject leader All staff	All children in school able to access all school trips and take part in range of activities.
	Annual review of PE	Review PE curriculum to	Annually	PE Subject lead	All children able to access

	Curriculum to make PE accessible to all pupils with disabilities	ensure all pupils are included sports. Review PE equipment to ensure it can be used by all pupils.	taking new starters into consideration	SENCo Teaching staff	PE . All children enjoying and developing a healthy lifestyle.
	Ensure all children participate equally in after school and lunch time activities.	a) Survey participation in clubs at lunch and after school by all children b) Organise additional activities to engage all pupils	annually	SENCo	All children confident and able to participate equally in out of school activities.

Access to Information

	Targets	Strategies	Timescale	Responsibilities	Success criteria
annually	Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) text system devised to send text messages. c) Produce newsletter in alternative formats e.g. large print where needed from induction information	At each new starter induction point	Office Staff	All parents getting information in format that they can access easily
	Children become more aware of their own learning styles and access needs	a) Include access to information in Circle Time b) Encourage pupils to express their access	On-going On-going	All teachers "	Children able to articulate their access needs and understand their own learning styles.

		needs and explore learning styles			
	Develop visual timetabling in all classes	a) Staff meeting to share good practice b) Agree whole school approach		SENCO Staff meeting	All children clear about timetable and secure about what is happening.