

Exceed to Succeed



Accessibility Plan 2016-2019

Requirements under the Equality Act 2010

Schools are required to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA), now under the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

According to the Equality Act 2010 a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan forms part of the school’s Disability Equality Scheme and is a statutory duty. It sets out how the Governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed as necessary.

It is shared with the school community on the school's website. Procedures regarding any complaints can be addressed through the school's Complaints policy.

Havelock Primary School is a UNICEF Rights Respecting school.

The Accessibility Plan supports the following articles from the UN Convention on the Rights of the Child:

- Article 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.
- Article 3: The best interests of the child must be a top priority in all actions concerning children.
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 12: Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.
- Article 31: Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

The Accessibility Plan

The Accessibility plan shows the priorities identified for action and how they are to be addressed within a given timeframe. Success criteria have been set so progress and outcomes can be measured.

The plan is to be evaluated annually and reviewed at least every three years. The annual review and evaluation will look at each action and assess whether the success criteria has been met. The actions will be rated Red /Amber/ Green to show what has been achieved or is still to be achieved. Any actions that are incomplete or require further attention are carried forward to the next action plan.

In drawing up each Accessibility Plan, the will school carry out an audit, including consulting with pupils with a disability and their parents to ensure their needs are met.

This Accessibility Plan is not a stand-alone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs Policy
- Equal Opportunities Policy
- Special Educational Needs & Disabilities (SEND) Information Report
- Safeguarding Policy
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The School's Aims

At Havelock Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

We aim to

- provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- to secure an inclusive learning environment and to support individual pupils with special educational needs and / or disabilities
- to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally

The action plan below sets out how the school will achieve these aims.

We will achieve these through addressing the 3 key areas:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils, parents and the wider school community

1) Aim to increase the extent to which pupils with disabilities can participate in the curriculum

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria	Review/evaluation	Achieved
Improve the quality of provision for children with specific special	SENCo	Undertake an audit of staff training requirements Review LSA deployment to use expertise model	Use of EP and SALT to provide training for staff and parents,	July 2017	All teachers are able to more fully meet the requirements of disabled		

needs.		Improve inclusive QFT through staff training, monitoring of teaching and pupils' work	resources through buy-in		children's needs with regards to accessing the curriculum		
Improve the quality of provision for children with specific special needs.		Audit of pupil needs and staff training to meet those needs. Transition preparation and meetings with High school staff for pupils with SEND	Use of Spring hallow outreach and Ealing ESCAN staff	July 17	Teachers are aware of the relevant issues and can ensure that this group has equality of access		
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Head /Phase Leaders	Review all out-of-school provision to ensure compliance with disability legislation. Phase leaders check plans/risk analysis of trips/sports events to ensure are inclusive	PLs to monitor	ongoing	All out-of-school activities will be conducted in an inclusive environment with providers that comply with requirements		
Awareness Raising of		Provide training for governors, staff,	Training provider	Summer term	Whole school		

Disability Issues		pupils and parents Discuss /audit perception of issues with staff to determine the current status of school and decide next steps		2017	community aware of issues relating to disability and access		
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2) Aim to improve the school's physical environment to enable disabled pupils to take full advantage of the education, benefits, facilities and services provided

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria	Review/evaluation	Achieved
Physical accessibility of school monitored	Head, SLT	Physical accessibility of school and movement around school monitored through annual audit. Disabled toilets, hand rails etc around the school site maintained on a regular basis.	As required to address needs	Ongoing in response to Accessibility audit	Physical accessibility of school improved		
Physical accessibility of school monitored	Head, SLT	Termly audit to identify and address any hazards highlighted to increase safety for	As required to address needs	Ongoing termly as part of H&S audits	Physical accessibility of school improved		

		visually impaired people eg: steps, manhole covers highlighted in yellow / non-slip paint.Maintainance of ramp at staff entrance and designated spaces for disabled parking.					
Improve information and signage to indicate access routes around school	Head, SLT	Signs indicate disabled parking bays and wheelchair friendly routes around school Provide access plan of building in reception area so disabled people aware of wheelchair access to all parts of the school and location of disabled toilets.	Access plan and signage	March 17	Information on physical accessibility of school improved		

3) Aim to improve the availability of accessible information for disabled pupils and adults

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria	Review/evaluation	Achieved
To ensure pupils, staff, parents and school visitors have access to information and clear communication with school	Head/SLT Office staff	Make available school brochures, school newsletters and other information for parents in alternative formats and when specifically requested. Review signage around school		ongoing	The school will be able to provide written information in different formats when requested		

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To be reviewed	March 2019

