



Northumberland Heath Primary
School

Accessibility Plan

Policy Updated: Spring 2014
Policy updated: Summer 2017

Northumberland Heath Primary School Accessibility Plan

At Northumberland Heath Primary School, we strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect. Children should be provided with the opportunity to experience, understand and value diversity.

This plan is drawn up in accordance with the planning duty set out in the Equality Act 2010 and the SEND Code of Practice 2015.

The foci of the SEND Code of Practice 2015 relating to this plan are:

- That there is a stronger focus on high aspirations and on improving outcomes for children and young people;
- not to treat disabled children and young people less favourably;
- make reasonable adjustments to ensure that disabled children and young people are not placed at a substantial disadvantage compared to able-bodied peers;
- contribute towards improving accessibility arrangements:
 - improving access to the physical environment;
 - increasing curriculum and out of hours learning access;
 - improving access to written information using alternative formats.

The Equality Act 2010 states that providers:

- **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people;
- **must not** discriminate for a reason arising in consequence of a child or young person's disability;
- **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage;
- **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

Definitions

Accessibility is:

'...removing barriers to participation and engagement in online experiences'

'and the degree to which someone can access an online resource regardless of their disability, technology or environment'

(Seale, 2014)

Disability is:

'a person who has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day to day activities'.

(Equality Act, 2010)

In addition the Special Educational Needs and Disability (SEND) Code of Practice 2015 defines "Long-term" is defined as lasting longer than 12 months, "substantial" as more than minor or trivial

Objectives

In order to implement these duties our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for all children, and prospective children, with a disability.

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 school provides all pupils with a broad, relevant and creative curriculum that is differentiated and adjusted to meet the diverse needs of individual children and their preferred learning styles. This underpins the National Curriculum 2014 framework's development of a more flexible and creative curriculum. We will ensure that our curriculum:

- To ensure the physical environment accommodates the needs of our visually and hearing impaired and EAL students and parents/carers.
- To ensure that the curriculum is accessible for all children with diverse learning needs and English as a second language.
- To ensure that communication via the school with parents is accessible to all, including parents with diverse learning needs.

Aims

We aim to include all pupils, including those with disabilities, in the full life of the school. Our strategies to achieve this include:

- To adapt the school environment to ensure it is accessible for all children with diverse needs, with a specific focus on improving the accessibility for visually impaired and EAL children.
- Finding safe and appropriate ways for children to take part in the full curriculum including all areas of the curriculum, where appropriate.
- Planning out of school visits and activities so that children with disabilities are able to fully participate.
- Establishing an admissions policy and criteria which does not discriminate against children with disabilities or treat them unfairly.
- Devising teaching strategies which will remove barriers to learning and participation for children with disabilities.
- Raising awareness of disability amongst the school staff through a programme of training.
- Providing written information to children with disabilities in a form which is user friendly and allows them to access activities at their appropriate level.
- Providing written information to parents and carers who have diverse learning needs or have English as a second language.
- Ensuring our classroom resources provide positive images of people with disabilities and can be accessed by a range of children with different diverse needs.

In order to ensure our aims and objectives meet the needs of our current and future children we will develop action plans which will include short, medium and long term targets. The three main areas to target are as follows.

Improving the physical environment

The school will take account of the needs of children and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site or premises, such as improved lighting, access, acoustic treatment and colour schemes,

and more accessible facilities and fittings. We will ensure kerbs and exterior surfaces and paving, parking areas, building entrances and exits, internal doors, gates, toilets and washing facilities, suitable floor coverings and furniture are highlighted and made accessible to all.

Physical aids to access education such as ICT equipment, enlarged screens and keyboards, concept keyboards, switches and specialist chairs and desks and specialist pens and pencils are made available to children with a variety of specific needs.

Additional touch type keyboards can be made available through our own budgets in line with the new SEN code of Practice 2-25 which comes into being as at 1st September 2014.

There will be a specific focus on adapting the physical environment for visually and hearing impaired students and parents/carers. This will focus on the implementation of visual notices around the building in the short term. In the medium term, this involves adapting resources within the physical environment to include braille based signage on doors and in corridors. Also, the implementation of hearing impaired CPD, including Makaton training for support staff. In the long term, there will be the implementation of visual alarms and braille signs around the building.

Increasing curriculum access

Day to day classroom practice ensures all children are given access to a broad and balanced curriculum. Our action plan will help ensure that we are planning and preparing to respond to the particular needs of individual children as they arise and acting proactively where finance allows.

We will ensure that teaching and learning is accessible through appropriate, relevant activities planned specifically for individual children's needs, classroom organisation and school support. This is particularly to be seen in deployment of staff, timetabling, staff information and training and physical aids being provided where necessary.

In the short term, there will be the development of the resource bank for EAL students in all of the main curriculum areas. There will also be visual aids and signage in a range of our predominant languages. In the medium term, our support staff will receive EAL specific training to help to implement EAL strategy across the school. In the long term, the Junior Interpreter scheme will be fully implemented in the school and a staff bank of EAL and Makaton proficient staff will be built on.

Improving access to information for parents/carers

We will endeavour to make available information normally provided by the school in writing, (such as resource sheets, books, and newsletter) to parents who have learning impairments, disabilities or who do not speak English. This will include using alternative formats such as Braille, audio tape and large print in information given to parents regarding general school information and safeguarding. It may also include the provision of information orally, (through lip and speaking or sign language) or through a recognised symbol system such as PECS or ICT. This information will be made available within a reasonable timeframe and take account of the parents preferred formats.

[Appendix 1 - Access action plan](#)

Review of Policy

This policy will be ratified and monitored by the governing body. It will be reviewed in 2018.

NORTHUMBERLAND HEATH PRIMARY SCHOOL:
Action Plan

ACCESSIBILITY PLAN

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Staff and T.A.'s involved in Speech and Language provision proficiently use visual aids and a basic level of signing, however this needs to be further improved by having group Makaton Training. Junior Interpreter Scheme EAL Resources in a range of curriculum areas. 	<p>Medium Term Objective</p> <p>Long Term Objective</p> <p>Short Term Objective</p>	<p>Foundation Course</p> <p>Purchase course resources. Train a member of staff to then train Junior Interpreters</p> <p>Purchase EAL cross curricula resources</p>	<p>£150 per person (externally)</p> <p>Awaiting internal training price</p> <p>Approx. £100</p> <p>TBC</p>	<p>Spring 2 2018</p> <p>Summer 2 2018</p> <p>Autumn 1 2018</p>	<p>Staff able to implement basic Makaton with the children on a daily basis in class.</p> <p>Junior Interpreters trained and working within the school to support the younger EAL pupils.</p> <p>A range of EAL resources available across year groups and subject areas.</p>
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> Building is accessible for children with physical impairment with the use of ramps, disabled toilets and risk assessments. 	<p>Medium Term Objective</p> <p>Long Term Objective</p>	<p>Improve signage, so that the building is easily accessible for EAL and visually/ hearing impaired children, parents and visitors.</p> <p>Lights to be added to fire alarms for hearing</p>	<p>TBC</p> <p>TBC</p>	<p>Spring 2 2018</p> <p>Summer 2 2018</p>	<p>Building has multi lingual/ visual signage.</p> <p>Light alarms have been installed.</p>

			impaired children/adults.			
Improve the delivery of written information to parents	<ul style="list-style-type: none"> Information is currently available to parents in English via handouts, letter, parent mail, social media and through class teachers. 	Long Term Objective	<p>Translate information into parents home language, implement accessible information in braille/sign.</p> <p>Use of translators provided through Bexley Council when necessary, in person or by phone.</p>	TBC	Summer 2 2018	Parent information available in a multi-lingual format. Information also printed in Braille and the use of basic signing by some staff available.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 Storeys- Year 1 (one class) and 2 (three classes) located upstairs.	<p>Air conditioning units required to upper storey in hotter weather.</p> <p>Staff supervision at all times on stairway.</p>	Site Team	Spring 2 2018
Corridor access	All relevant fire exit signage in place.	Keep corridors clear from obstructions	All Staff	Ongoing monitoring
Lifts	N/A	N/A	N/A	N/A
Parking bays	Fully compliant with 2 clearly marked Disabled Bays	Ambulance section to be kept clear	Site Team	Ongoing monitoring of car park

Entrances	All staff are issued with codes for secure access. All doors are locked during the day and fob access to be used.	Signage to be updated for Braille, Hearing Impaired and EAL.	Headship Team	Spring 1 2018
Ramps	Portable ramp available.	None	Site Team	N.A.
Toilets	Children & staff toilet facilities are adequate.	None	Site Team	N.A.
Reception area	Accessible and information available.	All relevant signage to be put in place, including EAL signage and visual aids.	Headship Team	Spring 1 2018
Internal signage	All relevant signage is in place for the school.	Braille signs/EAL visuals to be implemented and light alarms for hearing impaired.	Headship Team	Spring 1 2018
Emergency escape routes	Escape routes shown in classrooms. Fire drill practiced with staff and children, lockdown practiced with staff.	All alarms to have flashing lights.	Site Team	Summer 2 2018