



# Heybrook School Accessibility Plan

*3-year period covered by the plan*  
2016 - 2019

- Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body have three key duties towards disabled pupils, under Part 4 of the DDA:

not to treat disabled pupils less favourably for a reason related to their disability;

to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;

to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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 and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **1. Starting points**

### **1A: The purpose and direction of the school's plan: vision and values**

Heybrook School has a strong family ethos and, as in a traditional family, we wish to assist our children to reach their full potential. We aim to work together with parents and carers to remove barriers to learning that prevent children participating fully in school life.

We have high ambitions for all of our pupils including any of our pupils who may be disabled, and we expect them to participate and achieve in every aspect of school life.

All members of the school community should be aware of the Disability Discrimination Act and its application to schools.

Our priorities are to ensure that:

- all staff are fully aware of the obligation to provide an inclusive curriculum.
- all policies on review are revised as necessary to take account of the disability legislation
- we consult with parents/carers, pupils, staff, governors and other agencies about priorities for increasing access to the curriculum.

For those children identified with a Special Educational Need we consult with the individual parent/carer to seek their views on their child's specific needs, both physical and sensory.

## **2. The main priorities in the school's plan**

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

Disabled pupils will have total participation in the school curriculum.

Where required a support assistant will work alongside the class teacher to support and encourage those pupils with a disability, either individually or in small groups.

All pupils take part in a term of swimming sessions, irrespective of disabilities.

All pupils, irrespective of any impairments or disabilities are encouraged to take part in extra-curriculum activities. This includes after school clubs, school trips and residential visits - support is available to ensure that all pupils have the same opportunities.

The use of outside agencies for support, advice and training will continue to be sought in order that staff can be advised effectively.

### **2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

Changes will be on-going as and when the school learns of the needs of any disabled children who might attend in the future.

The school has set the following priorities for physical improvements to increase access:

- ✓ Ensuring that whatever mobility/accessibility problems new pupils have can be quickly and effectively managed
- ✓ to continue to improve access to the site
- ✓ to improve signage to include symbols

### **2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

As a Primary school we provide information for any pupil who needs it in an adjusted format e.g. large easy read print, worksheets on coloured paper, coloured overlays, reading rulers or as expressed preferences by parents. Those who have disabilities therefore are no different from other pupils. We are not aware of any parents who have need for information in any other format.

If at any time we became aware of the need for written information to be produced for any other audience, we undertake that we would, wherever possible, provide this on request. Should this not be possible we would enlist the support of outside agencies who could assist us.

The school has set the following priorities for providing information for disabled pupils:

- To continually monitor the success of our written communications.
- To provide amended/altered information as and when needed.

## **3: Making it happen**

### **3A: Management, coordination and implementation**

The Accessibility Plan is reviewed annually on a rolling review by the Governing Body. Any changes required to structures or physical changes to the site are reviewed regularly at the Finance Review Committee and referred back to the full governing body. Issues relating to disabilities are referred to the SENCO, who meets regularly with the Head Teacher and the SEN designated governor.

Aims and objectives are cross-linked with the School Improvement Plan, the Professional Development Plan, the SEN, the asset management plan and the Health & Safety policies.

### **3B: Getting hold of the school's plan**

Copies are available from the school office on request (either electronically or in paper format).

<b>PRIORITY</b>	<b>ACTION REQUIRED</b>	<b>SUCCESS CRITERIA</b>	<b>TIME SCALE</b>	<b>PERSON(S) RESPONSIBLE</b>
To ensure that all curriculum opportunities are available to all pupils both on and off site	To carry out risk assessments to include accessibility issues	See risk assessment reports	Ongoing	SA
All after school activities should be accessible to all.	To monitor after school activities with regard to disabled children	Monitoring report to governors	Ongoing	KH
To use the expertise of outside agencies as appropriate	To identify the pupils who may benefit from specialist advice	Recorded in SEN files	Ongoing	SENCo (MB)
To ensure that accessibility requirements have been met in any ongoing school development.	To seek advice from architects and Local Authority planning advisers	New facilities are accessible to all	Ongoing	
To improve signage	To seek advice from external agencies about recommended text size and colours	Any new signage to comply with recommendations	Autumn 2016	SA/LC
To monitor the use of accessible parking bays	To ensure Disabled bays are available		Ongoing	SA/LC