



## Healey Foundation Primary School Accessibility Plan 2016 - 2019

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## **Accessibility plan 2016 - 2019**

### **Introduction**

Healey Accessibility Plan 2016 – 2019 is written in accordance with the Equality Act 2010 and aims to promote equality of opportunity for disabled people: pupils, visitors, staff, parents and carers and other people who wish to use the school.

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”

### **Aim**

This plan aims to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Approved by: .....

Date: .....

Next review date: .....

## Section 2: Aims and objectives

Our aims are to:

- 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

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

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	Pupils are included fully in our curriculum. The ethos of inclusion within the school ensures all aspects of the curriculum are accessible and any individual issues are addressed by staff.	<p>-ensure annual training for staff on diabetes for Y4 child</p> <p>- adjust and review requirements of a child with a degenerative physical difficulty</p> <p>-to seek advice from support services and source training to match any individual need</p> <p>-ensure support for children with a statement/EHC allows access to an appropriate</p>	<p>-specific plan around swimming in Y4 and Robinwood residential visit in Year 6</p> <p>-adjustments made as and when appropriate</p> <p>-contact services as needed</p> <p>-provision maps detail appropriate support</p> <p>Home visits completed and parents comments</p>	<p>HJ</p> <p>HJ/CR</p> <p>CR/DMcG</p> <p>CR/class teachers</p> <p>KR/AL</p>	<p>Annually in September</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Annually in July</p>	<p>Health Plan in place and reviewed annually</p> <p>Adjustments are made and needs are met</p> <p>Advice sought and followed</p> <p>Plans in place and on the 'o' drive</p> <p>Visits completed and</p>

		<p>curriculum</p> <ul style="list-style-type: none"> <li>-complete home visits to new intake families; identify any needs and address to match need.</li> <li>-seek advice from LA support services dependent on individual need and adapt provision accordingly</li> <li>- to provide changing facilities and support toilet training for an individual child</li> </ul>	<p>recorded</p> <ul style="list-style-type: none"> <li>-advice sought as appropriate</li> </ul>	<p>CR/HJ/DMcG</p>	<p>As needed</p>	<p>records in folder</p> <p>Provision is adapted as necessary</p>
<p>Improve and maintain access to the physical environment</p>	<p>Healey is a one storey building with ramped access to the main entrance and other pupil areas. There is an accessible toilet which is gender neutral. There are two disabled parking places which are close to the main entrance.</p>	<ul style="list-style-type: none"> <li>-ensure rolling programme of reasonable adjustment to assure access to all areas of school, for whole school community; ramps, wide doors, signs, accessible toilets</li> <li>-signage – ensure adequate signage for accessible parking bays and accessible entrances</li> <li>-audit and adapt building to make more accessible for visually impaired visitors (e.g. colour contrasting hazards, braille signage)</li> </ul>	<ul style="list-style-type: none"> <li>Adjustments as necessary</li> <li>Review signage, order and place any necessary signage</li> <li>Complete audit and make any alterations</li> </ul>	<p>Governing Body</p> <p>RWG/Governing Body</p> <p>RWG/Governing Body</p>	<p>Ongoing</p> <p>Dec 2017</p> <p>Dec 2018</p>	<p>Adjustments are made</p> <p>Clear signage is in place</p> <p>The building is more accessible for visually impaired visitors</p>

Improve the delivery of written information to pupils	Written information to pupils is presented in a variety of forms and individual needs are matched by class teachers. Provision plans are in place where appropriate and advice from the SENCo followed.	-necessary adaptations made in response to individual needs  -advice from SENCo and other professionals followed where necessary.	Adjustments as necessary	Headteacher/SENCo	As needed	Adjustments are made