



ACCESSIBILITY PLAN

Introduction

Harris Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place on 23 March 2015 and should be read in conjunction with the Access Audit.

Our special educational needs policy outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil's development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting.

The school curriculum is regularly reviewed by the Head teacher together with the SENCo, to ensure that it is accessible to pupils of all levels and abilities, and



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supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

2. Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

3. Reasonable adjustments

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are



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involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.
- This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

Reviewed by: Miss Brown

Reviewed: September 2021

Date of next Review: January 2021

Signed by

Head

Date: _____

Teacher: _____

SENDCO: _____

Date: _____

Governor _____

Date: _____



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Priority Ratings

Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C:

Where action is recommended within 12 - 24 months to improve access.

Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

KEYS FOR COSTS

Budget costs have been included in the form of bands.

N - None **M - Minimal** **OG - Ongoing Maintenance** **ST - Structural Change**



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Accessibility Plan for Harris Primary School - March 2018

Item	Areas	Recommendation	Priority A	Priority B	Priority C	Keys for costs	Target date	Date Achieved
1	Car Park	Maintain signage which direct pedestrians away from car park and to safe entrance.	X			M	OG	
2		Maintain signage for disabled bay in car park.		X		M	OG	
3	Outside Ramps	Ensure that outside ramps are clearly marked with yellow paint			X	M	OG	
4		Ensure that the ramps are kept clear of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition.	X			N	OG	OG
5		Remove obstructions on ramps.	X			N	OG	OG
6	Entrances	Check the door closures regularly and alter accordingly. Because manual door closers are fitted to most of the entrance doors, make sure these are adjusted to provide the minimum force necessary to open or close the doors.	X			N	OG	OG



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7		Supply a chair with arms if needed.	X			N	OG	OG
8	Lobby and Reception area	Purchase a portable induction loop for the use of hearing impaired visitors/parents and display the sign.		X		M	2019	
9		Ensure that missing bulbs and fluorescent tubes are replaced as soon as possible.	X			M	OG	OG
10		Ensure that corridors are kept clear and circulation routes should be kept clear of obstructions, such as sports equipment, deliveries, and stationery.	X			N	OG	OG
11	General Classrooms	The long term plan should be that acoustic ceilings are installed to all classrooms as part of their refurbishment.			X	ST	OG	OG
12		Plan to provide accessible parking in close proximity to the sports areas on an ad hoc basis			X	N	OG	OG
13		Some of the signage is in upper case and should be replaced with		X		M	OG	OG



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		signs in lower case. It is also a good idea to incorporate tactile signage into all new signage.						
14		Replace classroom signage and introduce uniformity and tactile signage.		X		M	OG	OG
15	Internal Doors	Ask the caretaker to check every door for noise levels regularly and adjust accordingly when necessary	X			N	OG	
16		Ensure that when door handles are changed, D shape handles are used.			X	M	OG	
16	WC's provision for disabled users	Arrange disability awareness and etiquette training and some form of basic manual handling training for appointed members of staff.		X		M	2019	
17		Maintain sign indicating the location of the accessible toilet.	X			M	OG	
18		Install and ensure that the coat hooks are at a suitable height.		X		M	OG	
20	Means of Escape	Remove any obstructions on escape routes daily	X			N	OG	
21		Install a disabled		X		ST	2020	



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		toilet in the KS2 building						
22		Ensure fire doors are in working order and there are no obstructions on the outside	X			N	OG	
24		Provide wheelchair handling training to teachers and caretakers	X			M	OG	
25		An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily	X			N	OG	
26		Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required	X			N	OG	
27	Outdoors	Purchase a suitable outdoor picnic table for wheelchair users		X		M	2019	