

Primrose Hill Primary School



Accessibility Plan

January 2020

Statement:	Accessibility plan
School Audit Taken Place:	May 2017
This statement was approved:	January 2020
This statement will be reviewed:	January 2022
Governor committee responsibility:	Curriculum & Pupil Welfare Finance & Premises

At Primrose Hill Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Primrose Hill Primary School is committed to providing an environment that enables full curriculum access and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents/carers' 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 Primrose Hill Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally well prepared for life as the able-bodied pupils. If a school fails to do this they are in breach of their duties under the Equalities Act 2010. This covers teaching and learning and the wider curriculum of the school such as reasonable adjustments to ensure participation in after-school clubs, leisure and cultural activities, or schools visits and residential trips – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. This covers making improvements within a reasonable timeframe to the physical environment of the school and providing physical aids to help access education;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

The Primrose Hill Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Fire Evacuation & Emergency Arrangements [See Emergency Plan & Business Continuity]
- Health & Safety Policy
- School Improvement Plan
- SEND Inclusion Policy
- Medical Needs Policy
- Clubs Procedure Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each

period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance & Premises / Curriculum & Pupil Welfare Committees.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Inclusion Manager**
- **School Business Manager**
- **Site Services Officer(s)**

Approved: _____

Since the previous Accessibility Plan was published:

Improving physical access	Improving Curriculum Access	Improve delivery of written information
<p>Disability Access via lift investigated but not actioned due to funding restrictions. This has also been twice factored into feasibility projects for Two years olds and Reception conversion and the Autistic Resourced Development.</p> <p>Evacuation and Emergency plans for key children were identified. This would be revisited for key children as required.</p> <p>Issues around supporting children with hearing difficulties were addressed through acoustic panels being installed (Autumn 2019) and where appropriate individual technology being trailed for key children.</p> <p>Emergency Plan and Business Continuity Policy and procedure created.</p> <p>Improved front office facilities, with easier to reach serving window</p> <p>Investigated purchase of defibrillator through community funding, though as yet unsuccessful.</p> <p>Additional disabled access toilet on basement floor</p>	<p>Revised home learning procedures and implemented new policy including SEND considerations</p> <p>Audited and purchased new ICT equipment for assisted technology use</p> <p>Widened our coverage of themed / relevant days etc. for the 3 hearing impaired children</p> <p>Reviewed and adapted school website</p> <p>Ongoing promotion of rights of the child</p>	<p>Equality INSET planned</p> <p>Invested in new signage across school</p> <p>Increasing use of sound and visual media through website and social media</p> <p>New screen in playground to relay information</p>

Action Plan

These actions have been identified following the most recent audit of provision.

Target	Tasks	Benefit	Responsibility
A) Improving Physical Access	Enquire whether Council will repair the drive / pavement area outside the main school	This will affect all pedestrian and vehicle access	SBM<
	Re-surface ramp to lower playground as part of top playground development	Will prevent slippage, as has traction. Suitable for those with limited physical access	HT
	Handrails to steps to lower playground	Will make route secure for parents and children	SBM
	Yellow marking to be painted on steps to lower playground	Will make route safer for those with visibility impairment	SBM
	Improve signage around the building. Consider 'You are here' mapping across the building. Ensure signage are large-scale.	Will support visitors and those unfamiliar with the building	Admin
	Investigate funds to install lift access again	We now have parents with physical disability who are currently unable to access the upper floors which would present a longer term problem for the school.	AHT & Inclusion Manager
	Organise visual impairment audit of the school's public areas	We have children with visual impairment for whom this would benefit long term.	AHT & Inclusion Manager
	Completion of ASD hub facilities	This will include toilets with larger area spaces, showers and accessible wash facilities, sound proofing and acoustic treatments in all teaching spaces, soft play and calming spaces to help emotional regulation.	

B) Improving Curriculum Access	Ensure that there is clarity of year group progression in foundation subjects including key knowledge / vocab / skills	Support differentiation in particular for those working beyond or below year group expectations. Support pre-teaching to enable SEN children to familiarise themselves with key vocab ahead of the topic / learning.	AHT & Inclusion Manager
	Curriculum vision to be revised and communicated with all stakeholders in an accessible format using Bloom revised taxonomy	Support teachers in planning and differentiating for lower and higher order thinking skills.	AHT & Inclusion Manager
	Foundation curriculum leads to create accessible overview of subject area using visuals, displays and portfolios	Enable parents and carers to have more clarity over subject specific skills and to support children at home.	AHT & Inclusion Manager
C) Improve Delivery of Written Communication	Purchase and install 'in print communication' and train staff	Visual aid to support written communication with all stakeholders including children and parents	AHT & Inclusion Manager / ARP Team
	Visuals for zoning / orientation in playground	Support SEND children to be mobile, purposeful and independent in playground	SLT
	Door signage reinforced with visuals	Improve accessibility for all	SLT
	Audit of school signage by visual impairment team	Advise on improving this around the environment so it is accessible to all	SLT