



HARWELL COMMUNITY PRIMARY SCHOOL

Accessibility Plan

Reviewed by governors working party	12 November 2020
Ratified by FGB	17 November 2020
Next review due	academic year 2023/2024

Harwell Primary School is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children.

Through our inclusive practice we aim to create a learning environment where we demonstrate our belief that educational inclusion is about equal access to opportunities for all learners.

Purpose of plan

This plan shows how Harwell Primary School intends, over time, to increase the accessibility of our school for children with disabilities, staff, parents/carers and visitors in line with the OCC School's Accessibility Strategy (revised May 2017).

Local authorities and schools have had a duty to provide reasonable adjustments for pupils with disabilities since 2002. This was originally under the Disability Discrimination Act 1995 (the DDA) and subsequently under the Equality Act 2010.

There are three key duties:

- Not to treat pupils with disabilities less favorably for a reason related to their disability.
- To make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage.
- To publish and implement accessibility strategy to increase access to school education for pupils with disabilities

Definition of disability

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

A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Areas of planning responsibilities

- Ensuring access for children with disabilities to the school curriculum (this includes teaching and learning and the wider provision of the school such as participation in extracurricular activity clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to children with disabilities (this will include planning to make written information that is normally provided by the school to its children available to children with disabilities. The information should take account of children's disabilities and children's and parents' preferred formats and be made available within a reasonable timeframe)

Contextual information

Harwell Primary school is a mid 20th Century building with later additions. The site has been a school building since it opened. Wheelchair access is via the main entrance; alternatively from the playground to the ground floor facilities. The whole site is on one level: all main entrances to the site are at ground level. A disabled toilet is available on the ground floor near the staffroom, between the key stages. Disabled shower facilities are available in the changing rooms on the ground floor.

All access to the outside areas is level and there are no steps or barriers.

Current range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities

We have a small number of children and parents who have specific physical disabilities.

Should the range of disabilities change then a review of access would be triggered.

A) Increasing access for children with disabilities to the school curriculum.

Improving teaching and learning lies at the heart of our school. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children are encouraged to attend age relevant after school extra curricular activity clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required	HT/ Senco	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs and provide in-house or specialist training if needed Staff assess appropriate CPD Online learning modules if required	As required	Senco	Raised confidence of support staff
Ensure all staff are aware of curriculum access for disabled children	Set up a system of individual access plans for children with disability when required. Information sharing with all agencies involved with the child	As required	Senco	All staff aware of the needs of the individual
Use ICT software to support learning	Install appropriate software to support learning where needed	As required	ICT support	Wider use of ICT to support learning for children with SEN
All educational visits to be inclusive to all	Develop guidance for staff on making trips accessible Ensure each venue for educational trips and events is vetted for accessibility	As required	Class teacher	All children in the school are able to access all educational visits and take part in a wide range of activities and events
Target	Strategies	Time scale	Responsibility	Success Criteria
Review PE curriculum to ensure PE is accessible to all including access to pool facilities	Gather information on inclusive PE and disability sports	As required	PE co-ordinator	All children to have access to PE and be given the opportunity to excel at sport.

	Invite disabled representatives of sports to come into school to champion inclusion			
ensuring we have a link governor for SEND	Ensure that the governor is appropriately trained Annual visit to monitor and review			

B) Improving access to the physical environment of the school

Harwell is a ground floor site with excellent access to the building.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time scale	Responsibility	Success criteria
The school is aware of and responsive to the access needs of children with disabilities, staff, governors, parent/carers and visitors (i.e. pool access)	To create access plans for individual disabled children as part of the provision mapping process when required	As required	Senco	Provision maps and profiles in place for children with disabilities and all staff aware of children needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and ongoing if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers	Annually	Headteacher	Parents/ carers have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues.
	Ensure staff aware of Environment Access Standard	As required		
Layout of school to allow access for all children to all areas	Consider needs of children with disabilities, parents/carers or visitors when considering any redesigning	As required	Head/ Governors/ Business Manager/ School Surveyor	Re-designed buildings are usable by all

Target	Strategies	Time scale	Responsibility	Success criteria
Ensure access to school office and parent reception area for all	Develop system to allow independent entry for wheelchair users	Consider in any new development planning	Head/ Governors/ Business Manager/ School Surveyor	Disabled parents/carers/visitors feel welcome
Improve signage and external access for visually impaired people	Yellow strip mark step edges Yr 2, by the pool and curb.	On going	Business manager/Head	Visually impaired people feel safe in school grounds
Ensure all children with disabilities can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all children with disabilities Develop a system to ensure all staff are aware of their responsibilities	As required Each September	Health and Safety officer	All disabled children and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware, talking text and talking typing available on all chrome books.	Ongoing and as required Software may be required	ICT provider	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Liaise with VI/HI on information with regard to the visual impaired and hearing impaired children	As required	LA Hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Seek support from LA hearing impaired unit on the appropriate equipment Make sure all areas of school can have wheelchair access Egress routes visual check	On-going and as required and as appropriate Weekly	LA Business Manager	All disabled staff, children and visitors able to have safe independent egress

C) Improving the delivery of written information to children with disabilities and parents

This will include planning to make written information that is normally provided by the school to its children, available to children with disabilities. Examples might include handouts, textbooks and information about school events. The information should take account of children’s disabilities and children’ and parents’ preferred formats and be made available within a reasonable timeframe.

We will also take account of the needs of disabled parents/carers and ensure that we provide information that has been given to all parents/carers in a preferred format so that the parent/ carer can access the information.

Target	Strategies	Time scale	Responsibility	Success criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in “simple” English	During Induction	School office	All parents receive information in a form that they can access
	The school office will support and help parents to access information and complete school forms	Ongoing	School Office	
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Ongoing	Office/ Website design team	All parents/ carers are able to easily access information relevant to their child
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for children with a visual impairment as needed	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information, including visual stress (colours)	Ongoing	Senco	Staff produce their own information
Annual review information to be as accessible as possible	Develop child-friendly review formats	Ongoing	Senco	Staff more aware of child’s preferred method of communication

Target	Strategies	Time scale	Responsibility	Success criteria
Languages	New arrivals protocol	As	School office/	Confidence of

other than English to be visible in school	Modern foreign language to be taught. Evidence of this on display boards. Plus Clubs to offer language clubs	required KS2	Senco Class Teachers	parents to access their child's education Celebrating the languages spoken by children in our school
Provide information in other languages for children or prospective children who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	Senco	Prospective parents and children can find out all that they would like to know about our school. Children and their parents can access information about the school
Provide information in simple language, symbols, large print for prospective children or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	annual website review	Office/ Website design team	All can access information about the school