

Harlow Green Community Primary School

Accessibility Plan 2016/17

Access Auditing is a process of looking primarily at the physical structure of buildings -either as they currently exist or as they are planned - and aims to create better spaces and events for everyone. It provides a structured way of addressing physical access rather than relying solely on informal conversations with disabled users. Disability Access Audits enable organisations to create a building and an environment that is more welcoming to all.

A review of the school premises is carried out annually and with this in mind an Accessibility Plan has been prepared. We are fortunate to have a relatively new building which is adapted to DDA standards, allowing easy access for visitors, families and staff.

There is access to the school grounds via two external gates. Different entrances can be used dependent upon the necessary accessibility: should a wheelchair user require access, we have flat access which would make their entry relatively stress free.

There is public transport to the school and stops are located just outside of the main gate. There are three disabled parking bay in school, which are clearly marked. Drop off points for any person with limited mobility can be arranged with access into the car park.

There is a flat tarmac path around the perimeter of the school which would allow access into the building from a number of entrances (KS1, KS2 and the Main School Entrance). The nearest access from the disabled parking bay is via the main entrance. The outside paths are well lit.

The inside of school is all on two levels however we have a maintained lift to allow access to the first floor. There are wide corridors which will allow accessibility around the school. Access via the main entrance to the school is via double doors which are automatic. The corridors and other areas of school are well lit, and the flooring is well maintained.

There are accessible toilets located at the main entrance area and in both KS1 and KS2 areas. We have a hygiene room and shower to allow privacy for changing and cleaning, as required. In the event of requiring a private rest area the medical room is always available.

There is access to a telephone if required in each classroom, laptops or iPads can also be made available, and there is a hearing loop installed in the main hall, as well as a portable hearing loop

In the event of a fire or emergency procedure provision is in place for disabled pupils and visitor(s). If there is a disabled visitor in school, generally, information would have been obtained ahead of the visit and where necessary PEEP plans created. Any visitors are the responsibility of the person who is meeting with them, and they will be accounted for from the signing in register.

We are a very inclusive school and all children, staff and visitors have access to the whole school agenda.

Evolving duty

It is important to remember that duties under the DDA are evolving.. There is no such thing as ‘a fully accessible building’ – the access needs of individuals can clash. What provides access for one person may produce a barrier for another.

ACTION PLAN July 201/2017

	Objective/ Target	Strategies	Methodology	Timescale	Success Criteria
Short Term	To ensure that the school complies with the DDA and Code of Practice.	Governors and Staff made aware of the requirements and obligations of the Accessibility Plan.	Staff briefing meeting.	.July 2016	School complies with the Code of Practice and DDA.
	Continue to review the availability of written material in alternative forms.	Staff to be aware of both Gateshead Council's and commercial resources available.	Head teacher to raise awareness at briefing meetings.	Ongoing	School will be able to deliver information to all children and parents with disabilities where necessary.
Medium Term	Continue to review access to designated areas e.g. entrances and exits.	Ensure we incorporate all DDA requirements where possible	Improve access where necessary	Ongoing	Physical accessibility of school increased as necessary

	All children to be suitably challenged	Training for teachers into ensure challenge for all learners/ develop growth mind set.	Head Teacher to work Inclusion leader and to determine school needs.	Ongoing as cohort changes	Increased inclusion and accelerated progress for all cohorts.
	Improve provision for children with specific SEND	Develop staffs knowledge and skills in managing children with complex SEND.	Inclusion leader to support. Staff with complex needs.	Ongoing as cohort changes.	All staff will have increased confidence and skills in working with SEN children.

Does the school deliver materials in other formats?	Yes	No	Action
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and families who may have difficulty with standard forms or printed information?	/		
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	/		
Do we have the facilities such as ICT to produce written information in different formats?	/		
Do we ensure that the staff are familiar with technology and practices developed to assist people with disabilities?	/		

Is the building designed to meet the needs of all pupils?	Yes	No	Action
Does the size and layout of areas – including classrooms, assembly hall, dining room, library, computer suite etc allow access for all pupils?	/		Lift available – access to upper and lower floors.
Can pupils who use wheelchairs move around the school without experiencing barriers to access caused by doorways, steps or toilets?	/		Lift access to upper and lower floors.
Are the pathways around the school site and parking arrangements safe, logical and well signed?	/		Regularly checked by the caretaker and PFI.
Are emergency and evacuation systems set up to inform all pupils, including alarms with both visual and auditory components?	/		Peep completed where necessary. Drills undertaken every term.
Are non visual guides used to assist people to use buildings?	/		Where necessary (Braille/signs)
Are any of the signs or decors considered to be confusing or disorientating for children with visual impairment, autism or epilepsy?	/		Signs checked regularly by Governors and PFI..
Are all areas well lit?	/		

Are steps made to reduce background noise for hearing impaired children?	/		Parents to inform teachers and apt steps taken
Is furniture and equipment selected, adjusted and located appropriately?	/		Ongoing adjustments made where necessary.

Does our curriculum and teaching cater for all learners?	Yes	No	Action
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	/		Relevant staff receive appropriate training. Refresher training undertaken where appropriate. Inclusion Team support less experienced staff.
Do lessons provide opportunities for all pupils to achieve?	/		We have an experienced Inclusion Team, who work closely with a range of outside agencies. Information obtained is used to advise all staff or a range of support techniques.
Are lessons responsive to pupil diversity?	/		SLT recognise the need to promote diversity and disability as frequently as possible
Are all pupils encouraged to take part in music, drama and physical activities?	/		Support is provided with our apprentices to ensure our children with complex needs are still gaining a wide range of experiences.
Are there high expectations of all pupils?	/		

Are our classrooms optimally organised for disabled pupils?	/		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	/		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example our visually impaired children?	/		Rest/relax time required within lessons
Do staff recognise and allow for additional time required by some disabled Pupils to use equipment in practical work?	/		Extra time in tests/new equipment purchased. Computer technician supports target learners.
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	/		Staff receive training if appropriate.
Do we provide access to computer technology appropriate for pupils with disabilities?	/		Computer equipment is available when required. Technician available and provides 1:1 support.
Are school visits made accessible to all?	/		If appropriate with support.
Do we seek to remove all barriers to learning and participation?	/		We are an inclusive school and pride ourselves on catering for a wide range of specific, complex needs.