Elvetham Heath Primary School

Accessibility Plan

Ratified by Governing Body: January 2024

Review by Governing Body: October 2027

As a Character Education school, our policies and procedures are based on the principles of character and therefore reflect the language of virtues – in particular, our core virtues of Respect, Responsibility, Perseverance, Honesty and Kindness.

Introduction / Purpose of the Plan

Elvetham Heath Primary School is a positive and supportive learning community where each child is helped to develop academic skills, qualities of character and a 'growth mindset' to enable them to become successful citizens in tomorrow's world.

This plan is drawn up in accordance with the school's Public Sector Equality Duty (PSED) introduced by the Equality Act 2010 (section 149). It draws on the guidance set out in the "Accessibility Strategy 2017-2019" issued by Hampshire County Council Children's and SEN Services in February 2017.

Definition of disability:

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his/ her ability to carry out normal day-to-day activities (Section 1 (1), Disability Discrimination Act, 1995).

Key Objective and Principles

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school's curriculum;
- improving the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Activity

Education and related activities

The school will…

- continue to seek and follow the advice of Local Authority services and of appropriate Health professionals
- train teachers and teaching assistants to teach and support disabled pupils
- ensure lessons are responsive to pupil diversity and provide opportunities for all pupils to fulfil their potential
- ensure lessons involve whole class work as well as individual, pair and group work
- encourage all pupils to take part in music, drama and physical activities
- ensure that staff recognise and allow for mental effort expended by some disabled pupils, for example physical exercise for some disabled children
- ensure that staff recognise and allow for additional time needed by disabled pupils to use equipment in practical work
- ensure staff are aware of how to adapt an activity for disabled pupils to give access to an experience
- provide access to computer technology and exploit the potential of new and future developments in IT to reduce barriers to learning
- make school visits accessible to all pupils
- have high expectations of all pupils
- ensure staff seek to remove all barriers to learning and participation

Physical environment

The school will…

- make sure that classrooms are organised in the best possible way for disabled pupils
- consider the needs of pupils and visitors with physical and sensory impairments when planning future improvements and refurbishments of the property
- check that the layout of areas allow access for all pupils
- ensure that there is full accessibility for wheelchair users throughout the building
- check that pathways and parking arrangements around the school are logical, well signed and safe
- employ visual signing which is clear to all pupils with disabilities
- ensure that all areas are well lit
- ensure emergency and evacuation systems are set up to inform all pupils, including those with SEN and disabilities
- check to reduce background noise for hearing-impaired pupils
- ensure furniture and equipment is selected, adjusted and located to suit all pupils

Provision of information

The school will…

- ensure it has knowledge of local services, including those which are provided through the LEA, for the provision of local information in alternative formats when required or requested
- ensure it is able to provide, when needed, information in simple language, symbols, large print, audiotape or Braille for pupils or prospective pupils who may have difficulty with standard forms of printed information
- deliver information to groups in a way which will be user-friendly to pupils with disabilities
- ensure that staff are familiar with technology and practices developed to assist pupils with disabilities

As a school we are committed to providing premises that are suitable and sufficient for all education purposes and give access to a broad and balanced curriculum for all pupils.

Welcoming and preparing for disabled pupils

The school is committed to make reasonable adjustments to enable a prospective pupil to take up a place at the school where it is practical and satisfies the current admissions criteria.

Prospective pupils will be asked to disclose whether they have received any learning support, have had an Educational Psychologist's report or have any disability or other condition of which the school should be aware. Where a pupil has an Education, Health and Care Plan, the school will work with the Local Authority to ensure that the required provision is delivered in an appropriate manner.

The school will be sensitive to any issues of confidentiality. The school may also take advice and require assessments as appropriate when assessing pupils or prospective pupils.

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

- Equalities policies
- Health and Safety policy
- Special Educational Needs policy
- Child Protection policy

The Accessibility Plan and associated targets will be reviewed in October 2024 when a new plan will be produced to cover the next three years.

Accessibility Plan 2021-2024

Access Report Ref	Item	Activity	Timescale	Cost
A5	Paths in good condition	Replace wooden sleeper steps. HCC project affecting a number of 'new build' schools. HCC has now completed Phase I of this project and agreed to complete remaining phases.	Complete 2023	N/A
D5	Adjustments for parents and visitors with communication needs	Install induction hearing loop system in main hall.	Summer 2020 **COMPLETED**	£1,200
E4	Colour contrast	Include colour contrast doors in phase I and II when next redecorating (phase III already done).	Summer 2020 **COMPLETED**	£5,000
	Staff car park entrance door	To be replaced in order to update to key card access.	Summer 2022	£9,000
	Identified windows around the building which open outwardly and obstruct pathways	Windows were previously stickered to make staff aware and discourage use of these, however, COVID guidelines for increased ventilation override this at present. Large plant pots have been strategically placed to prevent children from standing in identified areas of risk.	Ongoing – site manager to continue to monitor near misses and incidents to see if this becomes an issue.	N/A
	Vinyl flooring surrounding sink areas in identified classrooms	Vinyl becomes delaminated from screed – HCC aware – site manager monitoring regularly to ascertain whether this needs action.	N/A	N/A
	'Entry Sign' digital sign-in system for staff and visitors – too high for wheelchair users	Business manager/office team to liaise with 'Entry Sign' for arrangements to be put in place – explore possibilities of lowering the extendable arm for the screen or using QR codes to allow alternative, linked sign-in method via mobile phone device.	Summer 2024	TBC
	School visitor entrance	Currently obstructed by furniture – can be moved in advance when a planned visitor is due requiring wheelchair access – office team to implement permanent solution e.g. use of a smaller table and rearrangement. Area is now fully accessible with furniture having been moved.	January 2022 **Complete**	N/A

Increasing the extent to which disabled pupils can participate in the school's curriculum

Objective	What	How	When	Success criteria	Completed
Enable staff to increase their knowledge and understanding of the needs of children with SEND and use a range of strategies to support them.	SENDCO team to continue to provide regular SEND training for Teachers and Teaching Assistants. SENDCO team to regularly update SEND support resources on the T Drive for staff for access. (SEND – Strategies to support a range of needs)	SENDCOs to arrange relevant training. Liaise with specialist teacher advisors as required.	CPD ongoing.	Staff feel confident in understanding the needs of children with SEND Staff know where to find resources to support a range of needs. Staff are confident to use strategies to support different needs.	Ongoing
To ensure that all teachers are following SENDCO or other professional guidance for supporting children with SEND within the curriculum.	All teachers must ensure that they are providing the appropriate physical environment for children with SEND so that they can have full access to the learning. All teachers to differentiate/scaffold the curriculum accordingly to meet all needs. All teachers to follow guidance from professionals such as EP, OT, VI and HI advisory teachers.	Children have access to a range of resources/strategies in the classroom to support their needs including: wobble cushions, writing slopes, assistive technology, workstations, visual timetables, movement breaks, concrete resources and other necessary tools as needed. Teachers to amend planning to include relevant scaffolding and	Ongoing	Staff feel confident to adapt the classroom environment and provide any additional equipment as needed. Teacher's planning demonstrates adaptions for children with SEND. Learning Walks and Book Scrutinies evidence adaptions for children with SEND.	Ongoing

		differentiation for children with SEND.			

Improving the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and associated services

Objective	What	How	When	Success criteria	Completed
Paths in good condition (A5)	Completely replace deteriorated wooden sleeper steps (HCC).	Professional work to be carried out to replace sleeper steps.	Summer 2023	All steps are in good condition and free from hazards.	HCC has now completed all works
Signage (E3)	Ensure visitors can get around the school with ease.	Map of the school available in visitors book. Now updated as an electronic system and posters of key information displayed.	Ongoing	Visitors feel confident when moving around school.	**COMPLETED**
To maintain visibility for partially sighted children or visitors (E4)	Ensure that the steps outside year 6 are highly visible and the edges contrast sufficiently with the rest of the steps and the playground floor. Extend colour contrast doors to phases I & II.	Site manager to repaint the edging on the playground steps in brilliant white when it becomes necessary. Professionals to paint doors and frames to contrast with walls in phase I and II when next redecorating.	Ongoing TBC	The treads clearly contrast with the rest of the steps and the floor to provide maximum visibility. The doors contrast with the walls to provide maximum visibility.	Ongoing
To ensure that pupils with disabilities can independently access the toilets.	To find a solution to make the doors of two of the disabled toilets in school manageable for	Site manager to investigate alternatives to the existing doors system and perform	By the end of March 2020.	For the most part disabled pupils are able to access toilets independently.	March 2020 **COMPLETED**

	pupils with physical disability to use independently.	the necessary adaptations/replacement.			
To ensure that outward opening windows do not hinder accessibility for disabled pupils.	To reintroduce window warning stickers when COVID guidelines allow.	Site manager.	TBC	Near-misses and incidents involving windows remain at nil or low. Children can access their school freely.	Ongoing
To ensure that vinyl flooring surrounding sink areas in all classrooms is safe for disabled pupils.	To review identified areas regularly.	Site manager to ascertain whether action needs to be taken by HCC to rectify issue.	Ongoing	All areas of all classrooms are accessible and safe for disabled pupils.	Ongoing
To ensure that wheelchair users are able to freely access the school building via the main visitor entrance and sign in digitally.	To find a solution to lowering the digital sign-in system for wheelchair users and remove obstructions from doorways/hallways.	Business manager/ Site Manager	Ongoing	Wheelchair users can enter school easily via the main school visitor entrance. Wheelchair users can access the digital sign in system.	Ongoing

Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Objective	What	How	When	Success criteria	Completed
Communication of information about the school site and facilities available for disabled people available in school website. Adjustments for parents and visitors with communication needs (D5)	Update the document on the new school website regarding the possibility for information to be provided in large print and prior to the event (if requested) for people with communication needs. Installation of induction loop system in the main hall	IT department to update website document. Installation of induction loop system in the main hall by qualified installer.	By October 2019. By Summer 2020	Updated information on the website. A map to be included with visitors' book at the school reception desk. Hearing loop available to be used at request by adults attending events in EHPS.	COMPLETED

	available to hearing impaired adults who use a hearing aid.				
To ensure that we are responsive to the needs of all parents and visitors with communication needs.	Continue to ask parents annually if they have any special requirements.	Admin team to add to weekly bulletin and include information in welcome pack.	Ongoing each autumn term and as required through the year with new arrivals.	All parents and visitors are able to communicate effectively with school staff.	Ongoing
To ensure compliance with the DDA and SEND Code of Practice.	HT/Governors/SENDCOs inform staff and governors of requirements and obligations. Share the accessibility plan and policies such as Equalities and SEND.	Share policies in staff meetings, TA meetings, Office meetings and Governor meetings.	Annual refresher of existing policies or when something changes.	Staff and governors are aware of their responsibilities with regards to equalities, the DDA and the accessibility plan. New SEND Governor to be appointed/confirmed.	Ongoing