



Primrose Hill Primary School

Accessibility Plan 2017-2020

Here at Primrose Hill Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from April 2017 – March 2020. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information

about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

| Targets | Strategies | Outcome | Timeframe | Achieved |
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| Equality and Inclusion | | | | |
| To ensure that the Accessibility Plan becomes an annual agenda item at appropriate GB Meetings. | Clerk to Governors to add to list for GB meetings. | Adherence to legislation | Annually | |
| To improve staff awareness of disability issues. | Share single Equality and Community Cohesion Policy | Whole-school community aware of issues. | On-going | |
| To ensure that all policies consider the implications of disability access. | Consider during review of policies by SENCO / SMT | Policies reflect current legislation | On-going | |
| Physical Environment | | | | |
| To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to | An annual audit of accessibility of school buildings and grounds by SLT Suggest actions and implement as budget allows. | Ongoing improvements as identified. | Ongoing | |

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| the school's physical environment for all. | | | | |
| To ensure that all children have adequate access to changing and toileting facilities. | A rise and fall changing bed is to be fitted to the disabled toilet and a ceiling hoist with access to the changing bed and toilet is also to be installed. | In place | Sept. 2017 | Achieved Sept 2017 |
| Curriculum | | | | |
| To continue to train all staff to enable them to meet the needs of children with a range of SEN. | SENDCo to review the needs of children and provide training for all staff as needed | All staff are able to enable all children to access the curriculum. | Ongoing | |
| To ensure that all children are able to access all out-of school activities. E.g. clubs, trips, residential etc. | Review out-of-school provision to ensure compliance with legislation | All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met. | Ongoing | |
| To provide specialist equipment to promote participation in learning by all pupils. | Assess the needs of the children in each class and provide equipment as needed e.g. headphones, writing slopes etc. | Children will develop independent learning skills. | Reviewed termly by SENCo | |
| To meet the needs of individuals during all statutory tests | Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc will be applied for as | Barriers to learning will be reduced or removed enabling children to achieve their | Annually | |

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| | needed. | full potential. | | |
| Written/Other Information | | | | |
| To ensure that all parents and other members of the school community can access information. | Written information will be provided in alternative formats as necessary. Interpreters will be provided where necessary for parent/carer communication. | Written information will be provided in alternative formats as necessary. Parents/carers are able to communicate with staff effectively and support their child at home. | As needed | |
| To ensure that parents who are unable to attend school, because of a disability, can access parent's evenings. | Staff to arrange home visit if required, arrange alternative times or send home written information. | Parents are informed of children's progress. | Twice yearly | |
| To ensure that school information is accessible for non-English speakers on the school website. | A translate button is inserted on all pages. | A translate button is inserted on all pages. | Ongoing | |