



Higher Failsworth Primary School

Accessibility Policy 2019

'Working together for an Education for Life.'

Date Adopted:	November 2019
Date of Review:	November 2022
Policy Reference Number:	
Staff Member:	Miss Curtis

The accessibility policy and plan are 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 on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their 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
2. Higher Failsworth Primary School plans to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. The plan will be updated every 3 years.
4. The accessibility plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to 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 DDA). 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 and make reasonable adjustments to 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 time frame.

The plan will be monitored by governors

The plan will be monitored by OFSTED as part of their inspection process.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

- There are very few parts of the school to which disabled pupils have limited or no access. The use of the school delegated capital funding is used to make minor adjustments to improve access and support the needs of its current community.

- In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.
- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment.

The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

Current Position

- The school buildings are nearly fully accessible for pupils with physical difficulties. Portable ramps are available near the year 5 and 6 exit doors.
- The outside playground areas are flat and completely accessible to wheelchair users. Forrest school area is reasonably flat but limited access for a wheel chair. A path is available and would need to be assessed for suitability.
- The stage is only accessible by steps and is not suitable for a ramp due to the steep steps. The attic area above the stage is also not accessible due to the narrow stairs.
- There are 4 toilets for disabled pupils in different areas of the school.
- The school is equipped with a range of learning aids and specific equipment.
- The Safeguarding Officer, Mrs Jervis, along with the EAL Lead teaching assistant, Mrs Knowles, and the Lead Behaviour Teaching Assistant, Mrs Warburton, supports a range of vulnerable pupils and their families.
- Recent training has taken place in SEND, ASD, ADHD and there are a high number of trained first aiders.
- The entrance to the children's centre area has ramp access.
- The main door into the school reception has an automatic push button door for disabled access.

Accessibility Plan 2018-21

Access to the curriculum					
Priority	Responsibility	Strategy/Action	Resources	Time	Success Criteria
Develop inclusive, quality first teaching	All teaching staff	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs	Staff meeting	In place and ongoing	Increased access to the curriculum Needs of all learners met with reasonable adjustments
Appropriate use of specialised equipment to benefit individual pupils and staff	SENCO and headteacher	Reasonable adjustments in the classroom have been made Commit to provide appropriate resources to meet staff and pupils needs	Specialist equipment	In place and ongoing	Increased access to the curriculum and the needs of all learners are met
Parent and pupil feedback	All staff	Parents evenings Consultation with parent of pupils with SEND		Twice a year Ongoing in PCP meetings	Feedback used to inform future priorities and school improvement
Availability of written material in alternative/adapted formats	SENCO and assessment co-ordinator	All staff and parent aware of services available for requesting information in alternative formats.	Contact details and cost of translation and adaptation	As necessary	Written information available in alternative formats and languages on request. SENCO aware of how to access support from Local Authority on alternative formats.
Improve the quality of provision for children with specific special	All staff	Provide quiet spaces for children who suffer with over stimulation	Maintenance costs	In place and ongoing	Number of quiet spaces identified around school and prioritised for targeted pupils Play therapy provision is

needs					effectively targeted to meet the needs of specific individuals with complex emotional needs
All after school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	SENCO Sport co-ordinator	Review all after school provision to ensure it is on offer and accessible to all pupils		In place and ongoing	All ASC will be conducted in an inclusive environment with appropriate staffing that ensures inclusion for pupils with a wide variety of need

Access to the physical environment					
Priority	Responsibility	Strategy/Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets with changing facilities	Head teacher SBM	Maintain a wheelchair accessible toilet	Cost of additional support equipment as needed	In place and ongoing	Wheel chair accessible toilets available in 4 different areas of the school to aid both wheelchair and walking frame users
Maintain safe access around exterior of school	Head teacher SBM	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise	Cost included in grounds maintenance contract	ongoing	Clear access in all parts of the school
Disabled parking	Head teacher SBM	Ensure disabled parking spaces are always available for parents and pupils as needed.	Signs and bay marking	In place	Disable badge users able to access disabled parking, when required.

Improve signage to indicate access routes around school	Head teacher SBM	Clear signage around school to show fire exits and routes	Cost of signs	In place	Signs fitted around school to highlight access and exits routes
Step by year 6 and year 5 outside door	SENCo Staff members	Step from year 6 and year 5 exits to have mobile ramp fixed as necessary	Mobile ramps which can be placed as necessary	In place and ongoing	Mobile ramp kept near doors so that it can be used as necessary
Key stage 1 and EYFS classroom doors have a slight step onto playground.	SENCo Staff members	Key stage 1 and EYFS classroom doors have a slight step onto playground have mobile ramp available as necessary.	Mobile ramps which can be placed as necessary	In place and ongoing	Mobile ramp kept in inclusion hub so that it can be used as necessary