



Nottingham
City Council



Accessibility Plan 2017-2020

Accessibility plan

Start and end date of plan March 2017-2020

Section 1: Vision statement

The Accessibility Policy and Plan are drawn up in compliance with the current legislation and requirements as specified in the 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.

Purpose of the plan:

The purpose of this plan is to outline relevant actions which will:

- Improve access to the physical environment of the school. 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. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and culture 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 and 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 within a reasonable time frame.

Definition of disability according to the Equality Act 2010

- You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

What 'substantial' and 'long-term' mean?

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

There are special rules about recurring or fluctuating conditions, e.g. arthritis.

Progressive conditions

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

School aims and values

- As a school we are committed to providing an accessible environment which values and included 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 towards disabilities and accessibility and to develop awareness of tolerance and inclusion.

How the plan links to other documentation and policies?

- This plan links to the SEN Local Offer, the SEND Policy and the SEN Report to Governors. Additionally, the Inclusion Policy, Anti-Bullying Policy and Equality Policy will be relevant.
- The plan will be available on the school's website at: <http://heathfieldprimary.org.uk/wp/>
- If anyone would like to make a formal complaint the policy and procedure can also be found on the school's website.

Training

- We acknowledge that at times there may be 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, and will address this if and when an issue is apparent.

Supporting partnerships to help develop and implement the plan

- If aspects of the plan require partnership or supporting work to develop or implement we will engage with appropriate agencies for example, the Occupational Therapy team and the Nottingham City SEN team.

Approved by:

Date:

Next review date:

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Time frame	Success criteria
Increase access to the curriculum for pupils with a disability	Audit of pupils needs and staff training to meet those needs. (medium term)	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	All staff/SLT	Summer term 17	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning.
	All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils. (medium term)	Review all out-of-school provision to ensure compliance with legislation.	HoS/ L4 TA/ All staff	Ongoing	All out-of-school activities will be conducted in an inclusive environment.
	Classrooms are organized to promote the participation and independence of all pupils. (short term)	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.	Teaching staff	Ongoing	Lessons start on time and run efficiently without the need to make adjustments to accommodate the needs of individual pupils.

Improve and maintain access to the physical environment	Maintain the fully functional working of any automatic doors that allow entrance and exit to the school.	The school will ensure any safety checks are carried out regularly to maintain easy access into the buildings.	Site managers/ SLT	Ongoing	That access into and exiting the school sites remain functional so safety is maintained.
	Maintain equipment that allows access to accessible toilets and equipment within the medical rooms such as harnesses.	Ensure that accessible toilets/medical rooms remain clutter free and tidy to ensure there are no unnecessary dangers to health and safety.	Site managers/ TAs.	Ongoing	That any disabled users can access the facilities with ease and safety.
Improve the delivery of written information to pupils	Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	Office/ SLT/ SENCO	Ongoing	The school will be able to provide written information in different formats when requested for individual purposes.
	Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	As above.	Office/ SLT/ SENCO	Ongoing	All school information available for all who request it.
	Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Get advice on alternative formats and use of IT software to produce customized materials when needed.	Office/ SLT/ SENCO	Ongoing	All school information available for all who request it.

Section 3: Access audit – Scotland Road Campus

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey building.	None	NA	NA
Corridor access	Wide corridors with double doors that can be held open magnetically to allow wheelchair access.	Ensure corridors remain clutter free and safe for all users.	All staff	Ongoing
Lifts	NA	NA	NA	NA
Parking bays	Blue badge holders can park on the yellow lines outside of school, due to location there are not designated parking bays.	Continue to enforce expectations that parents/carers without a blue badge do not park on yellow lines outside school.	Site manager	Ongoing
Entrances	Single entrance to reception, 4 further entrances: EYFS, KS1, Year 3/4 and Year 5/6, all double door entrances on level ground. Except EYFS door none are automatic.	Continue to ensure entrances are accessible and are not blocked.	All staff	Ongoing
Ramps	Ramp into the EYFS unit with an automatic opening door.	Ensure ramps are clear, especially from push chairs entering EYFS.	EYFS staff and site manager	Ongoing
Toilets	2 accessible toilets.	Maintain cleanliness and accessibility to the toilets.	Site manager	Ongoing
Reception area	Glass fronted, low desk which is accessible to wheelchair users. Small space between main entrance door from outside and door into school.	Office staff to ensure that parents/carers and members of the public do not congregate in the area between the two entrance doors so access is always free.	All staff	Ongoing
Internal signage	Signage shows where toilets are and exits.	Ensure these remain clear, unobstructed and accurate.	Site manager SLT	Ongoing

Emergency escape routes	Escape routes are signed and classes have an allocated space to move to and line up. There is a fire plan/map which is regularly shared and updated if any changes to the building happen. Roots are marked with overhead signs.	Continue with regular fire alarm tests to ensure escape routes remain suitable and accessible for all.	All staff	Ongoing.
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Section 3: Access audit – Kersall Drive Campus

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 story building, with 2 separate stairwells and one access lift	Continue to ensure that access to stairwells are clear or any obstructions and that hand rails are safe and secure.	Site manager All staff	Ongoing
Corridor access	Wide corridors that follow a linear direction	Ensure corridors remain clutter free and fully accessible at all times	All staff	Ongoing
Lifts	1 wheelchair accessible lift	Maintain the safe working order of the lift and regular check that emergency procedures if the lift breaks are in place	Site manager SLT	Ongoing
Parking bays	2 accessible parking bays in a secure car park	That parking bays remain free for use of disabled persons.	All staff	Ongoing
Entrances	1 main entrance with automatic opening doors	Ensure the automatic entrance remains in working order and that doors open fully.	All staff	Ongoing
Ramps	N/A as entrance to ground level is all flat.	NA	NA	NA
Toilets	2 accessible toilets, one on each storey.	Maintain cleanliness and accessibility to the toilets.	Site manager	Ongoing
Reception area	Glass fronted reception with low desk accessible to those approaching in a wheelchair. Wide access through double doors.	Office staff to ensure that parents/carers and members of the public do not congregate in the area between the two entrance doors so access is always free.	All staff	Ongoing
Internal signage	Accessible lift, toilet are all signed.	Ensure these remain clear, unobstructed and accurate.	Site manager SLT	Ongoing
Emergency escape routes	Signage to show escape routes and fire procedures are clear to staff with regular practices.	Continue with regular fire alarm tests to ensure escape routes remain suitable and accessible for all.	All staff	Ongoing.