



South Haringay School Accessibility Plan

This 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.

According to the Act a “disabled person is defined as: someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their, 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.

South Haringay School Accessibility Plan aims to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan is drawn up to cover a three-year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to achieve our aims to:

1. Improve access to the **physical environment** of the school, adding specialist facilities if necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
2. 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 cultural activities or school visits. It also covers the provision of specialist **aids** and equipment, which may assist these pupils in accessing the curriculum.



South Haringay School Accessibility Plan

3. 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 Action Plan for physical accessibility relates to the Access Audit of the School which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this current Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit is revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

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.

The table below sets out how the school will achieve these aims in the year 2017/18/19

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	-Medium and weekly plans identify support/scaffolds needed for all pupils with additional needs	Short: Ensure all staff are using Clicker 7 within the classroom to support development of literacy skills	Short: Clicker 7 training for TAs and pupils and further training for teachers.	Senco / IT lead	Nov 2017	Lesson observations/ learning walks – Clicker being used within classroom to support across the curriculum; pupils



South Haringay School Accessibility Plan

	<p>-Curriculum is broad and balanced in order to cater for children with a range of range of difficulties and strengths</p> <p>- use of communication aids eg communicate in print software, talk buttons, shape coding</p> <p>-wide range of interventions in place to support different needs</p>	<p>Medium: Develop a 'communication friendly' school</p> <p>Ongoing:</p> <p>Develop inclusive, quality first teaching</p>	<p>Medium: School language and communication audit and plan to be completed with support from LA advisors</p> <p>On-going:</p> <p>Monitoring of planning, books and teaching to ensure curriculum is inclusive and differentiated appropriately (learning walks and more formal lesson observations)</p>	<p>Senco</p> <p>SLT/ subject leaders</p>	<p>Spring term 2017</p>	<p>confident in use of Clicker</p> <p>Review of language audit/ plan with external advisor – school considered to be a 'communication friendly 'school</p> <p>Formal monitoring shows teachers meeting the needs of pupils with a range of additional needs</p>
<p>Improve and maintain access to the physical environment</p>	<p>-The main entrance and the entrance to both school buildings are accessible by ramps</p> <p>-Learning Mentor rooms providing 'quiet areas' to support children with</p>	<p>Short: yellow strips on stair case in Junior building to aid visibility</p> <p>Medium: Signage has been updated so that it is clearer and supports those</p>	<p>Short: summer 2017 carpeting of stairs</p> <p>Medium: audit of current signage and update as necessary</p>			<p>Improved access over time for a range of disabilities</p> <p>Follow up accessibility audits</p>



South Haringay School Accessibility Plan

	<p>emotional and behavioural needs in both school buildings</p> <ul style="list-style-type: none"> - infant building has a well-equipped sensory/ inclusion room - automatic lighting in Junior building to aid visibility - lockers installed in Junior building in place of coat pegs, reducing trip hazard - disabled access toilets in Junior and Infant building and in main Reception building 	<p>with visual impairments</p> <p>On-going: Use appropriate colour schemes for internal / external decoration to benefit pupils with visual impairments; Consider needs of disabled pupils, parents/carers or visitors when considering any redesign</p>	<p>On-going: any decoration work to include consideration of good practice in terms of the use of colour to support those with visual impairments; ensure any re design of building takes into account needs of range of disabilities</p>	SBM		
<p>Improve the delivery of written information to pupils, parents and carers</p>	<p>-All information about the school is available on the school website</p> <ul style="list-style-type: none"> - text message service available to all parents, enabling access for hearing impaired parents 	<p>Short: develop use of Communicate In Print to Junior School to support pupil access to the curriculum</p> <p>Medium:-No communication from or within school is produced</p>	<p>Short : Training on Communicate In Print for all staff</p> <p>Medium: ensure admin staff are aware of policy</p>	<p>Senco</p> <p>SBM</p>	<p>Spring term 2017</p>	<p>Written information available in alternative formats and languages, on request.</p> <p>All admin staff, parents and community users know how to access</p>



South Haringay School Accessibility Plan

	<p>- Communicate In Print used to support access to writing curriculum for pupils</p>	<p>with a font of less than 12</p> <p>Ongoing: Ensure availability of written material in alternative formats when specifically requested.</p>	<p>Ongoing: research different formats and train relevant admin staff</p>	<p>SBM</p>	<p>alternative formats.</p> <p>Communication improved for pupils, parents and visitors with a hearing impairment.</p> <p>Communication improved for those with a visual impairment or reading difficulty.</p>
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This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- School's Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work
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This plan itself will also be used to advise and inform other school planning documents and policies.



South Harringay School Accessibility Plan

Approved by: The resources committee October 2017