



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.



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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 2019/20/21



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Aim	Current good 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	<p>-Medium and weekly plans identify support/scaffolds needed for all pupils with additional needs</p> <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 e.g. communicate in print software, talk buttons, shape coding</p>	<p>Short: enable greater curriculum access for pupils with language needs through explicit vocabulary teaching work</p> <p>Further develop support for children with SEBD</p> <p>Medium: enhance provision for ASD/ SEBD</p>	<p>Short: monitor and further develop use of word aware strategies including pre teaching of vocabulary</p> <p>Embed emotional literacy strategies following training earlier in the year</p> <p>Medium: audit and further develop inclusion room in the</p>	<p>Senco</p> <p>Senco</p>	<p>July 2020</p> <p>July 2020</p> <p>July 2021</p>	<p>Learning walks, monitoring of planning ensuring vocabulary teaching/ resources embedded</p> <p>Review of behaviour care plans/ SEN plans facilitating progress for SEBD pupils</p> <p>Formal monitoring shows teachers meeting the needs of pupils with a range of additional needs</p>



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	<ul style="list-style-type: none"> -wide range of interventions in place to support different needs - use of Clicker to support pupil's writing - word aware training – work around vocabulary teaching enabling curriculum access - staff trained in de-escalation strategies + supporting pupils with SEBD. Behaviour care plans in place for some pupils 	<p>pupils by developing alternative safe space</p> <p>Ongoing:</p> <p>Develop inclusive, quality first teaching</p>	<p>infant building and develop sensory space for ASD/ SEBD</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>	SLT/ subject leaders		
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> -The main entrance and the entrance to both school buildings are accessible by ramps -Learning Mentor rooms providing 'quiet areas' to 	<p>Short: to ensure greater accessibility and safety for stairs in school</p> <p>Medium: to provide led lighting to reduce stress and anxiety</p>	<p>Short: to ensure all stairways have yellow strips for greater visibility</p> <p>Medium: <i>LED lighting across both schools in classrooms (already</i></p>		<p>July 2020</p> <p>July 2021</p>	<p>Improved access over time for a range of disabilities</p> <p>Follow up accessibility audits</p>



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	<p>support children with 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 - all steps in junior building + entrance to infant building – yellow strips 	<p>Longer term: improve entrance accessibility across the school building</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><i>established in corridors/ halls)</i></p> <p>Longer term: re develop main entrance to school and improve entrance to gym from the street.</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>	<p>SBM</p>	<p>July 2022</p>	
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<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 - Widget resources used to support access to curriculum for pupils across the school - No communication from or within school is produced with a font of less than 12 	<p>Ongoing: Ensure availability of written material in alternative formats when specifically requested.</p> <p>To ensure that parents who are unable to attend school, because of a disability, can access parent consultations – follow up with phone conversation</p>	<p>Ongoing: research different formats and train relevant admin staff</p>	<p>SBM</p> <p>All school staff</p>	<p>Ongoing</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 alternative formats.</p> <p>Communication improved for pupils, parents and visitors with a hearing impairment.</p> <p>Communication improved for those</p>



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						with a visual impairment or reading difficulty.
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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.

Approved by: The resources committee