

# **Hipsburn Primary School Accessibility Plan**

*Draft 1 April 2016 for Sept 2016*

There are three strands to the planning duty, set out below:

- Increase the extent to which disabled pupils can participate in the school curriculum.
- Improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of written information, which is provided to pupils who are not disabled.

**Access Strategy** to enable pupils with disabilities to participate in the school curriculum

Target	Action	Impact
Children as Carers	Staff are aware of the particular needs of children as carers. An information board is available in the foyer.	Children who have been offered support have made very good age appropriate progress, and report that they feel supported.
Children with medical needs	Keep a detailed, current record of individual needs in the main office. Staff volunteer to train to meet specific needs e.g. epipen, feeding programmes, physio, allergies and other medical conditions. Professional advice is sought and individual pupils and their families consulted. Support is provided for children who experience significant absences. Additional staff support is available.	Staff are aware of pupils' medical needs and ensure that they are met discretely and seamlessly. Pupils are making good age-appropriate progress despite significant absences due to medical treatment. Good relationships have been established with appropriate medical specialists and therapists. Pupils are making good age appropriate progress with additional staff support when appropriate.
School visits	Staff plan to meet the specific needs of individual children, so that all children can access school visits	Details of adjustments are logged with Evolve risk assessments
Classroom	Adapt to individual needs e.g. seat near whiteboard, tilted writing board, pen grips, quiet desks, sprung scissors	All pupils have access to full curriculum and specialised equipment or working areas are available when needed.
Science, technology, cookery	Provide appropriate equipment so that all children can access the practical, technical curriculum.	The provision of specialised equipment e.g. chopping boards will enable all children to access cookery and practical lessons. Additional staff are available to support individual children.
PE/sports	Adapt equipment to suit pupil e.g. catching/throwing sling, wobble boards	All pupils are able to take part in all sports, sometimes using personalised equipment. All pupils have equal access to competitive events e.g. rugby tournament

## Access Plan for the physical environment

Issue	Action	Impact
Ensure that pupils have access to all areas of the school building and premises	Ramps or graded surfaces provide access to all areas. Routes are kept clear for wheelchair access. New buildings are planned to meet the needs of pupils in school in addition to provision to meet required standards.	All areas are reasonably accessible by wheelchair (practical survey Nov. 2015) Staff are aware of the need to keep routes clear. De-cluttering is planned at least annually. The new build 2016 was planned to meet the specific needs of particular pupils with disabilities
New signage for Hipsburn Primary School and the new security fences and gates .	All signage will be clear, in simple fonts and contrasting colours. Braille will be considered for the main school sign.	
New build 2016	The new block will meet planned to meet appropriate requirements and the specific needs of pupils in school. Where appropriate, there has been careful consultation to meet the needs of pupils, including pupil voice.	The school has assurance that plans meet appropriate requirements. Relevant pupils and their families are confident that they will be able to access the new building comfortably.
Provision of dropped kerbs leading towards school entrance	Consult Highways Authority	TBA. There is currently ramp access from the road to the main door.
Provision of parking bays and drop off point	Alnmouth Football Club car park available for additional parking and drop off point	Car park has had sig impact. One wide easy access parking bay marked beside school entrance
Provision of parking for easy access	A parking bay is always reserved by the main entrance next to the ramp.	Wheelchair access is easily available.
Portable induction loop at entrance	The need for this is monitored	
Vision panels in classroom and cloakroom doors	Need to be monitored - new doors to have vision panels	New doors from classrooms to playground have safe vision panels
Tonal contrast between walls and floor	Ensure contrast when making renovations	As areas are repaired or painted, contrasting colours are used. The new building will have contrasting door frames, threshes etc.
Toilet facilities	Provide accessible toilets for staff and pupils	A staff toilet has been refurbished to provide a wheelchair-accessible toilet with nappy changing facilities. Another accessible toilet for pupils is included in the new building.
External steps from classrooms and Playgroup contracting colour.	Paint edge of steps	Annual maintenance required.
Bamburgh Class steps to have min clearances of 750mm and 800mm	To be altered when entrances are refurbished/developed in the future	Alternate access is currently available through French windows
Glare from lights and windows reduced to improve visibility	Lights to be improved as replaced in main school. New build lights to be compliant with appropriate standards. Blinds fitted to avoid glare.	New build lighting and blinds will meet all appropriate standards. Classroom lighting is undergoing a programme of improvement as repairs are needed. Good visibility is available throughout school.

**Access** Strategy to improve the delivery to disabled pupils of written information, which is provided to pupils who are not disabled.

Issue	Action	Impact
Visual clarity	Signage and work materials to be clear with no confusing background. Clear fonts are used e.g. Comic Sans Enlarged copies available on request/as required Matt laminate covering to avoid glare	The needs of individual pupils are met and all pupils can access texts.
Visual simplicity	Materials to be modified to suit the needs of learners e.g. simplified text	Pupils make good progress as a result of access to appropriate texts.
Support with interpretation	Pupils and families to be supported to read and understand texts as needed	Families are able to ask office staff, support staff or teachers to explain the key points of school documents. Pupils have successfully supported their parents in early reading skills.
Additional needs for visual impairment	Encourage and support use of prescribed specs, modelling use of 'tools' positively Easy access to upright text holder Easy access to coloured readers, line guides, coloured paper or other individual adaptations.	A variety of tools are available in 'dyslexia friendly' classrooms and pupils use these with confidence.
Access to policies	Policies are accessible in a form appropriate to the reader, on request.	
Access for EAL	Families who speak English as an additional language are consulted so that the school can meet the specific needs of pupils and their parents. This may involve inviting parents who have some English to support their child in school initially, inviting language specialists to teach staff basic word or providing additional support and tuition. A translator may be offered so that parents can access school reports.	Staff have learned basic Spanish, Polish and Norwegian words to help initially. Pupils soon become fluent in English and are able to socialise and read with confidence. All pupils understand the challenges of learning a new language because of their Spanish lessons.
Access to books	A wide variety of books are available, including themes appropriate for more sophisticated learners, presented clearly and simply.	All pupils become skilled readers.
Auditory access	Tools are provided for specific learners with hearing impairment to access interesting and appropriate materials.	Staff are trained to work with hearing aids, microphones and reduction of background noise. Staff provide skilled and appropriate support and children understand how to assist hearing impaired children and adults e.g. by showing their face when talking.

D. Charlton April 2016

Approved by ..... Date.....

Review due Summer 2017