



South Hill Primary School  
**ACCESSIBILITY PLAN 2022-2026**

1. The **Accessibility Plan** has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from **February 2022 – January 2026**.
2. We are committed to providing a fully 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.
3. South Hill Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding 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 the delivery of **written information** to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every four years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Curriculum
  - Single Equality Scheme and Policy
  - Staff Development
  - Health & Safety (including off-site safety)
  - Inclusion
  - Positive Behaviour Management
  - Anti-Bullying
  - School Improvement Plan
  - Asset Management Plan
  - School Prospectus
  - Teaching and Learning Policy
8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be 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.

9. The School Prospectus makes reference to this Accessibility Plan.
10. Information about our Accessibility Plan is made available to parents on the school website.
11. As subject policies are reviewed, a section relating to access will be added to that on Equality and Diversity.
12. The School's complaints procedure will cover the Accessibility Plan.
13. The Plan will be monitored through the Governing Body annually.
14. The school will work in partnership with the Local Authority in developing and implementing this plan.
15. The following lists will be used to identify barriers to access that exist in this school.

DATE: January 2022

### Identifying Barriers to Access: A Checklist

***This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility at South Hill School.***

#### Section1: How does your school deliver the curriculum?

<u>Question</u>	<u>Yes</u>	<u>No</u>
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are your classrooms optimally organised for disabled pupils?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

**Section 2:** Is your school designed to meet the needs of all pupils?

<u>Question</u>	<u>Yes</u>	<u>No</u>
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		✓ (dining hall is inaccessible without use of stairs, some doorways are too narrow in old building)
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		✓ as above
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		✓ (outside signage to parking areas is not clear; vehicle and pedestrian segregation is not adequate at busy times)
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓
Are areas to which pupils should have access well lit?		✓ path to KS1 entrance is not lit
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?		✓ (dining room acoustics, school hall voice amplification)
Is furniture and equipment selected, adjusted and located appropriately?	✓	

**Section 3:** How does your school deliver materials in other formats?

<u>Question</u>	<u>Yes</u>	<u>No</u>
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓ (if requested or if identified)	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by		✓ (powerpoints printed off for

reading aloud overhead projections and describing diagrams?		those with disability)
Do you have the facilities such as ICT to produce written information in different formats?	✓	(Clicker 8 with widget will improve this)
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓ (as required)	

## South Hill Primary School Accessibility Plan 2022 - 2026

### Improving the Physical Access

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Progress towards target</b>
Doors	All new doors to be wide enough for wheelchair access	Access to all rooms	✓ All new building work compliant Older building – doors not compliant
Induction loops fitted in all classrooms, dining hall and school hall	All Classrooms have loop fitted	Improved audibility for all pupils, staff and visitors	
Improve the heating and ventilation in all rooms to ensure good working temperatures throughout the year	All rooms to have adequate heating (new boiler for old building)  CO2 monitors for all classrooms  Ensure air conditioning units work where they are fitted	All rooms to be adequately heated and ventilated for good working environment	✓ DfE has supplied sufficient CO2 monitors for all classrooms  New boiler project due to start Spring 2022
Improve the lighting in areas of the school where too much sun or too little natural light is current Where possible avoid fluorescent lighting	As lighting is changed or replaced, replace with sensory sensitivity considered lighting (LED lighting) Introduce dimmer switches where necessary Fit blinds in rooms where there is glare from the sun and where a darker environment is needed (sensory room)	Supportive to those who have light sensitivities (e.g. ASD and sensory processing difficulties)	

### Improving the Curriculum Access

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Progress towards target</b>
Ongoing and updated training for teachers on enabling the curriculum to be accessed by all pupils	Take advice from senior and specialist teachers	All teachers to be fully aware of disabled children's needs with regards to accessing the new curriculum	<ul style="list-style-type: none"> <li>✓ CPD takes place all year round on diverse themes.</li> <li>✓ Individual Health care plans in place</li> <li>✓ Passports To Success include reasonable adjustments and specialist needs</li> </ul>
Ongoing and updated training for teachers on enabling the curriculum to be accessed by all pupils	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners has been made available.	<ul style="list-style-type: none"> <li>✓ As above</li> </ul>
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Increase in access to all school activities for all disabled pupils	<ul style="list-style-type: none"> <li>✓ All activities are accessible and reviewed annually.</li> <li>✓ Clear communication with parent regarding school trips</li> <li>✓ Generic risk assessments and 1-1 risk assessments carried out where applicable</li> <li>✓ Access arrangements put in place where required</li> </ul>
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases  All labels to have both words and diagrams/pictures	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Increase in access to the National Curriculum  All pupils, staff and visitors are able to access the resources of the school	<ul style="list-style-type: none"> <li>✓ Continued consideration of the environment to ensure that furniture and equipment support a positive learning environment for all</li> </ul>

Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents	Whole school community aware of issues relating to Access. Society will benefit by a more inclusive school and social environment	<ul style="list-style-type: none"> <li>✓ Relevant Staff have attended handling courses and know how to use the lift</li> <li>✓ <b>PEEP</b> completed annually for disabled pupils</li> <li>✓ Relevant staff trained in using the emergency chair lift</li> </ul>
Support from specialist health professionals (OT, Physio, PNI team) sought as required for children with disability	To ensure that we provide support for individuals as required	All children will flourish in the school environment as their needs are met.	<ul style="list-style-type: none"> <li>✓ Advice sought as required.</li> <li>✓ EHCP / IMCP advice sought as required</li> </ul>

### Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	Progress towards Target
Availability of written material in alternative formats as and when necessary	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes Delivery of information to disabled pupils improved	<ul style="list-style-type: none"> <li>✓ School website has a translation ability for families who speak different languages</li> <li>✓ School use google translate in the classroom and with parents as required</li> <li>✓ Support from parents who speak different languages has been sought to support other families (Autumn 2021)</li> <li>T✓ School has access to resources that provide signs, labels and instructions in different languages.</li> </ul>
Make available school brochures, school newsletters and other information for parents in alternative formats as and when necessary	Review all current school publications and promote the availability in different formats for those that require it (including different languages)	All school information available for all Delivery of school information to parents and the local community improved	

<p>Review documentation with a view of ensuring accessibility for pupils with visual impairment</p>	<p>Get advice from PNI/ SEN team on alternative formats and use of IT software to produce customized materials.</p>	<p>All school information available for all Delivery of school information to pupils &amp; parents with visual difficulties improved.</p>	<ul style="list-style-type: none"> <li>✓ Yellow paper is used to provide a better contrast for pupils with visual impairment and coloured transparencies used where appropriate</li> <li>✓ Larger font used as required</li> </ul>
<p>School worksheets and powerpoints can be written in a font and colour contrast that supports reading for those with visual distortion issues Clicker 8 also reads words and sentences, provides visuals and has a larger keyboard image if needed.</p>	<p>Clicker 8 to be purchased to enable functions that support learners with dyslexia, including dyslexie font for those with visual distortion issues</p> <p style="text-align: center;"><b>The font for people with dyslexia</b></p>	<p>Children and staff with dyslexia are supported to read and write</p>	