

Hambrook Primary School
School Accessibility Plan 2018 - 2021

CURRICULUM

Outcomes	Actions	Resources	Responsibility	Timescale
<ul style="list-style-type: none"> • Staff are aware of accessibility issues in school. • Staff use yellow backgrounds and coloured acetate strips to help identified children's reading. • All pupils are aware of the activities & timings for each day. • Classrooms are 'ASD friendly' • Staff take into account vulnerable groups/ individuals in planning, school trips etc 	<p>Arrange a staff meeting to discuss the revised Accessibility Plan.</p> <p>Remind staff of the school resources available, and how/when to use them.</p> <p>Ensure all classes have a visual timetable in displayed.</p> <p>Use staff meetings to maintain a focus on 'ASD friendly' classrooms.</p> <p>Highlight vulnerable pupils in data tracking.</p>	Staff meeting time	Head	Short Term
<ul style="list-style-type: none"> • Work is well-differentiated and all children have equal access to the curriculum. 	<p>SLT and Subject Leader Teams scrutinise books.</p> <p>Share findings & areas for development.</p>	SLT time and staff meeting time	Head and SLT	Short Term
<ul style="list-style-type: none"> • Pupils and staff are aware of 'differences'; these are accepted and celebrated throughout school 	Implement Jigsaw PSHE programme	Jigsaw £1500	All teachers	Medium Term
<ul style="list-style-type: none"> • ICT is used successfully to support access to the curriculum as required. 	Purchase programs & hardware as necessary.	ICT budget	Technology Team	Medium Term
<ul style="list-style-type: none"> • All children can access the curriculum. 	Deploy teaching assistant support ensuring all pupils can access the curriculum	-----	Teachers	Long Term

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BUILDINGS

Outcomes	Actions	Resources	Responsibility	Timescale
<ul style="list-style-type: none"> Physical access to the school building is maintained. 	Highlight the edges of steps inside and outside the building annually. Repaint handrails when required.	Paint	SBM	Short Term
<ul style="list-style-type: none"> Pupils with sensory issues are able to wash & dry their hands after using the toilet. 	Put paper towels in disabled toilets and EYFS so that hand driers do not need to be used.	Paper towels	SBM & Caretaker	Short Term
<ul style="list-style-type: none"> The school is more accessible to pupils and adults with visual impairments. 	Replace broken tubes/light bulbs immediately	Replacement bulbs/tubes	SBM	Medium Term
<ul style="list-style-type: none"> Disabled parking bay is used appropriately and by badge holders only. 	Regular reminders in newsletters. Approach adults who are abusing it.	-----	Head and Governors	Long Term

INFORMATION

Outcomes	Actions	Resources	Responsibility	Timescale
<ul style="list-style-type: none"> All stakeholders have access to information etc. on website. 	School Administrator to offer support to those who struggle to use the website.	Administrators Time	School Administrator	Short Term
<ul style="list-style-type: none"> School policies are audited and made free of disability discrimination in terms of phrases, procedures and practices. 	Continue to carry out EIA screening.	Time	Head and Governors	Medium Term
<ul style="list-style-type: none"> If needed/requested the school can provide written information in alternative formats for: disabled pupils; disabled parents/carers; disabled governors. Or EAL. 	School will use stakeholder expertise or bought in expertise to provide this. Publish a statement on the website outlining the service available.	Outside expertise when required	Head and Governors	Long Term

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EIA Screening

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups?	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; access to buildings, curriculum and communication)		
Gender reassignment		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (language, culture, ethnicity)		
Religion or belief (worship, religious or cultural observance, incl non-belief)		
Sex (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment