



Henbury View First School

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INVESTOR IN PEOPLE

ACCESSIBILITY PLAN – 2020-2023

This document provides a framework on which Henbury View First Schools can base their arrangements for Accessibility Plans that are compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Henbury View First School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. This Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the Henbury View First School and will advise other Henbury View First School planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three years period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the Henbury View First School's Equality Objectives, and will similarly be published on the Henbury View First School website. We understand that the LA will monitor the Henbury View First School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Henbury View First School.
4. This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the Henbury View First School in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - 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 Henbury View First School fails to do this it is in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of Henbury View First School such as participation in after-Henbury View First School clubs, leisure and cultural activities or Henbury View First School visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - improve access to the **physical environment** of the Henbury View First School, adding specialist facilities as necessary - this covers improvements to the physical environment of the Henbury View First School and physical aids to access education within a reasonable timeframe;

- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about Henbury View First School and Henbury View First School events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
 6. Whole Henbury View First School training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 7. The Accessibility Plan should be read in conjunction with the following Henbury View First School policies, strategies and documents:
 - Curriculum Policy
 - Equality Objectives (required from April 2012)
 - Single Equality Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - Henbury View First School Improvement Plan
 - Asset Management Plan / Suitability Survey
 - Henbury View First School Brochure / Prospectus and Vision Statement
 8. The Accessibility Plan for physical accessibility relates to the Access Audit of Henbury View First School, which was originally undertaken by the Local Authority and subsequently updated by Henbury View First School and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the Henbury View First School prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
 9. Equality Impact Assessments will be undertaken as and when Henbury View First School policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
 10. The Henbury View First School Brochure / Prospectus will make reference to this Accessibility Plan.
 11. The Henbury View First School's complaints procedure covers the Accessibility Plan.
 12. The Accessibility Plan will be published on the Henbury View First School website.
 13. The Accessibility Plan will be monitored through the Full Governing Body
 14. Henbury View First School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy."
 15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

ACCESSIBILITY EQUALITY PLAN (SCHEME)

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<p style="text-align: center;">ACCESS TO CURRICULUM</p> <p>Ensure access to computer technology appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> ▪ ICT includes prioritised purchasing list for computer technology as required for pupils with disabilities. ▪ School staff to update on available technology on a termly basis. 	As required – unless needs of pupils in school require immediate action.	Up to £500 p.a.	All staff	Governors	Access to appropriate computer technology will be improved for all disabled pupils.
<p style="text-align: center;">ACCESS TO CURRICULUM</p> <p>Reflect identified areas of need in lesson planning and delivery.</p>	<ul style="list-style-type: none"> ▪ Incorporate Quality First Teaching into all planning. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. ▪ Purchase of resources to increase student participation. 	Ongoing	As appropriate	All staff	Curriculum manager Governors	Improved access to curriculum for all pupils.

<p>ACCESS TO CURRICULUM</p> <p>Prioritise student participation in school activities.</p>	<ul style="list-style-type: none"> Promote student awareness of the rights of the child, especially Article 23: Children should have special care and support if they need it. Ensure school activities are accessible to all students. 	Ongoing	As appropriate.	All staff Governors	Curriculum manager Governors	Increased participation in school life for students with disabilities.
<p>SCHOOL POLICIES</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> Consider all policies 	Ongoing	n/a	Governors	Governors	Access to all aspects of school life for all students.
<p>SCHOOL BUILDINGS</p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p>	<ul style="list-style-type: none"> Accessibility and clarity of signs around school. Awareness of independent access. Clear identification of room functions. 	Ongoing	£1,000	Headteacher	Governors	Access to school buildings and site improved.

<p>CLASSROOMS</p> <p>Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs and actions for future improvements.</p>	<ul style="list-style-type: none"> Plan classrooms in accordance with pupil need. Organise resources within classrooms to reflect student need. Incorporate accessibility into any proposed structural alternatives. Provide quiet areas within school. Think beyond the ramp. Look at accessibility in all areas of school life. 	Ongoing	£1,500	Headteacher	Governors	Appropriate use of resources for diverse needs of pupils with disabilities.
<p>NEWSLETTERS AND DOCUMENTS</p> <p>Availability of newsletters and school documents in alternative formats.</p>	<ul style="list-style-type: none"> Use of pastel paper for dyslexic students. Large print formats as required. Home / School pack for students and ASD spectrum and students with communication difficulties. Homework information available as information sheets in alternative formats when requested. Use of symbol software. 		£500 p.a.	Headteacher	Governors	Information to pupils with disabilities and parents / carers will be improved.

Signed Date
Chair of Governors

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