

HCPS Accessibility Plan: Sept 2019-2022

This plan shows how Henry Chichele Primary School intends over time to increase the accessibility of our school for disabled pupils, staff, parent/carers and visitors.

Definition of a disability

A person has a disability if s/he has a physical or mental impairment that has a substantial and long term adverse affect on his/her ability to carry out normal day to day activities.

	Objectives	Action			Timescale	Monitoring Method: Who? How?
		How	People	Resources		
1	Ensure the building is and continues to be fully compliant with regulations; is well maintained and the needs of all stakeholders taken into consideration.	Regular inspection reports completed by LA, SLT and governors.	Governors & SLT LA	Agreed School budget Security systems Accessibility planning	Annually	Governors Headteacher
2	Improve access for pupils who may experience difficulty moving around the school.	Ensure care plans are in place to support all pupils with mobility difficulties	SLT Inclusion Manager Parents	Accessibility and Care Plan Planning time for SENCO	As required	Governors Head Teacher SLT Inclusion Team
	The school is aware is aware of the access needs of disables pupils, staff and visitors	Create access plans for individuals as part of the IP process when required. Be aware of visitors access needs and meet as appropriate. Through surveys and drop in sessions explore the access needs for all users	Inclusion Team SLT Headteacher	Time for Inclusion team/class teachers. Availability of staff to coordinate	Annually	Governors Head Teacher SLT

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3	To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with SEND.	SEND policy is regularly reviewed. Seek advice from experts where appropriate. Consider needs of specific pupils, both for school and off-site activities. Raise awareness of disability equality via <ul style="list-style-type: none"> • Staff meetings • PHSE lessons • Assemblies • Celebration of diversity • Displays 	SLT Inclusion Manager External agencies. Disability Rights Commission All school staff	Staff training costs Visiting speakers/trainers	September 2016	Head Teacher SLT Inclusion Manager TAs Other support staff
4.	Ensure that all school trips & residential visits are accessible for pupils with learning or physical difficulties	Advance visits Thorough planning Risk assessments	Headteacher SLT EVCs	Leaders planning time for risk assessment Pre-visit wherever possible	On-going	Headteacher EVCs Trip leaders Feedback from parents and pupils
5.	Pre and after-school club provision is accessible for all pupils	Ensure access is available for all pupils including those with physical or sensory difficulties. Provide adult support if necessary. Make physical adaptation as required.	PE Co-ordinator team Before and After School Providers	Replacement equipment as required.	Continually under review	Headteacher Feedback from parents and pupils
6.	Ensure that the new curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which	All staff Subject Co-ordinators teams Inclusion Team	New curriculum costs Resources	On-going	Headteacher SLT Inclusion Manager C&S Governors

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		information is presented to pupils. Consider ways in which pupils can communicate their ideas.	Advisors for sensory impairments	Subject leader release time		
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