

Halstead CP School

Accessibility Plan



Reviewed and approved by the Strategy Team

Signed :
Date : 18th November 2015
To be reviewed : November 2018

Halstead Community Primary School

INTRODUCTION :

IT IS A REQUIREMENT THAT THE SCHOOL'S ACCESSIBILITY PLAN IS RESOURCED, IMPLEMENTED AND REVIEWED AND REVISED AS NECESSARY. ATTACHED IS A SET OF ACTION PLANS SHOWING HOW THE SCHOOL WILL ADDRESS THE PRIORITIES IDENTIFIED IN THE PLAN.

This policy should be read in conjunction with the school's Single Equality Scheme.

PHYSICAL ACCESSIBILITY

Standard	Available Resources	Activity	Recipients	Timescale And cost	Success Criteria	Monitored by	Evaluation & Impact on SIP
Improve physical environment of the school so that the whole school community including those with disabilities are able fully to access education and associated services provided by HCPS		Improved access for physically disabled parents and children <ul style="list-style-type: none"> • Consider providing ramp for access to SK2 block via side door • Consider changing location of classroom to meet requirement. 	All users of the buildings		Improved access for PD pupils and parents	Resources Team	
		Improved access for hearing impaired pupils <ul style="list-style-type: none"> • Provide flashing unit to fire alarm • Move to front of current class setting 			Improved access for HI pupils	Resources Team	
		Improved access for visually impaired pupils <ul style="list-style-type: none"> • Colour contrast all stair nosings, + pull/push signs etc • Enlarged text available where needed. 			Improved accessibility for VI pupils		

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DELIVERY OF INFORMATION

Standard	Available Resources	Activity	Recipients	Timescale And cost	Success Criteria	Monitored by	Evaluation & Impact on SIP
Improve the delivery of information to the whole school community.	Parent information	Improved provision of information <ul style="list-style-type: none"> • Phoned information for parents with reading/writing difficulties and direct contact in playground • Identify providers of translation services, as needed, where necessary 	Parents/carers with reading/writing difficulties, and their children		Whole school community able to access advertised activities, publications, and information.	Strategy Team of GB.	

MANAGEMENT, COORDINATION AND IMPLEMENTATION:

THE SCHOOL'S GOVERNING BODY WILL TAKE RESPONSIBILITY FOR THE SCHOOL'S ACCESSIBILITY PLAN AND SET A CLEAR DIRECTION FOR IT THROUGH DISCUSSION AT FULL GOVERNORS MEETINGS AND SUB-COMMITTEE MEETINGS.

THE GOVERNING BODY WILL ENSURE THAT THE ACCESSIBILITY PLAN IS FORMALLY REVIEWED AND REVISED EVERY 3 YEARS IN CONSULTATION WITH PARENTS, PUPILS (SCHOOL COUNCIL), STAFF (STAFF MEETINGS AND SENIOR LEADERSHIP TEAM MEETINGS).

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Phase 1 : Promoting equality for all groups

Year 1 Actions		Impact	Deadline	Lead Officer	Indicator of Achievement	Resource	Years 2 & 3 Actions 2012-15
Priority Objective:		General actions to ensure equality for all groups					
1	Gather information in order to complete “ <i>Overview of Outcomes for Vulnerable Groups</i> ”- consider methods of gathering information, does anything need to be adapted or added in order to gather and monitor outcomes for vulnerable groups? What other information may need to be gathered? How often will information need to be updated & reviewed?	Information gathering processes considered & amended in order to give relevant and useful information on equality within school. Improved ability of school to monitor and evaluate impact of future changes to practice on vulnerable groups at Halstead.	2 months	Inclusion manager with support of SLT	Monitoring processes adapted (if necessary). Information gathered. Agreed cycle for repeating process (recommend annually). Increased awareness of SLT.	Time of Inclusion Manager & SLT	Information gathered on agreed cycle.
2	Complete “Overview of Outcomes for Vulnerable Groups” & any other information gathered (as decided in step 1). Consider findings & prioritise actions – identify specific groups who need targeting or processes within school which need reviewing in light of overview. Share findings with Governors & staff. Consider how other stakeholders can be involved (parents/ children/ community)	Current status of groups identified then monitored. SLT, Governors and staff fully aware of current situation/ status of vulnerable groups at Halstead & can monitor the impact of any future actions. Full consideration given to how parents/ children/ community involved.	3 months	Inclusion manager with support of SLT & Inclusion governor.	Completed & analysed overview available for scrutiny. Actions for next steps agreed, prioritised & timetabled. Timescale for repeat of process agreed (recommend annually). All staff & Governors fully informed of current situation at Halstead & impact of any future actions – record kept. Other stakeholders considered & begin to be involved.	Time of Inclusion Manager, SLT & Inclusion Governor.	Repeat of same process on agreed cycle. Dates agreed. All staff & Governors fully informed. Increasing involvement of other stakeholders.
3	Prioritise existing policies or processes for equality impact assessment. Consider how Governing Body & staff can include equality impact assessment as integral part of process when creating or reviewing policies or procedures in the future.	Priorities for action to address inequalities are based on evidence. Equality Impact Assessment becomes integral & effective tool for change at Halstead. All stakeholders involved.	6 months	Inclusion manager with support of SLT.	Prioritised list of policies/ processes target for equality impact assessment. Initial ideas on how to embed equality impact assessment into practice throughout school.	Time of Inclusion Manager, SLT, Inclusion Governor & staff.	Ongoing process embedded throughout school.