

Accessibility Plan at Bushey Heath Primary School

(fully in line with Herts model guidance)

Identifying Barriers to Access: A Checklist

This list has been used to help us identify barriers to access that may exist in our school. The list is not exhaustive, but has encouraged us to ensure a flexible approach to the further questioning of the accessibility within Bushey Heath Primary School.

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X	
Are your classrooms optimally organised for disabled pupils?	X	
Do lessons provide opportunities for all pupils to achieve?	X	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	
Are all pupils encouraged to take part in music, drama and physical activities?	X	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	X	
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?	X	
Do you provide access to computer technology appropriate for students with disabilities?	X	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X	
Are there high expectations of all pupils?	X	
Do staff seek to remove all barriers to learning and participation?	X	

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

Question	Yes	No
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?	X	
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?	X	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		N/A
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		X
Are areas to which pupils should have access well lit?	X	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	X	

Question	Yes	No
Is furniture and equipment selected and adjusted appropriately?	X	

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

Question	Yes	No
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?	X	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	X	
Do you have the facilities such as ICT to produce written information in different formats?	X	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	X	

Access Plan

This is the access plan for Bushey Heath Primary School, which has been created after reviewing all aspects of the school site and its SEN policy, and looking at options for improving accessibility within existing arrangements. The school will monitor the implementation of the plan at least annually and keep under review the access needs of the school.

	Targets	Strategies	Outcome	Timeframe
Short Term	<ul style="list-style-type: none"> * To continue to ensure that training is provided for staff when they are working with a child with specific disabilities * To ensure all staff receive training in relation to autism 	<ul style="list-style-type: none"> * Use support through the Educational Psychologist and Colnbrook to seek relevant training (also advisory service for VI, hearing and autism, SALT team and SpLD) * Very close liaison with parents 	<ul style="list-style-type: none"> * Advised strategies implemented to support child's inclusion * Staff confidence in managing specific needs within the classroom and school 	<ul style="list-style-type: none"> Training to commence as soon as possible when a child begins at the school
	<ul style="list-style-type: none"> * To monitor learning environments to ensure that the best possible use of space is made in relation to access for disabled pupils 	<ul style="list-style-type: none"> * Monitoring and evaluation schedule-feedback given 	<ul style="list-style-type: none"> * In the short term, it is only possible to arrange furniture carefully. Space is an issue in some parts of the school, and further investigation may be needed if a new pupil began at the school with more specific or complex disabilities 	

	Targets	Strategies	Outcome	Timeframe
Medium Term	* To further the opportunities within the curriculum to ensure responsiveness to diversity	* In the short term, continued assemblies, cultural celebrations, awareness of diversity within all teaching * A review of the curriculum for PSHCE, History/Geography , PE etc * Women in STEM subjects * Success and achievement amongst minority groups	* Current practice ensures equity, access, differentiation for all pupils to achieve. However, a planned curriculum review could greater consider diversity in its planning and implementation.	Summer 2017
Long Term	* To monitor any changes to the school's pupil or parent intake to ensure that adaptations are made to accommodate needs	* Consider printing of information carefully – investigate translations/use of Braille etc. if necessary	* Accessibility for all	As needed

Updated: April 2017

Review: April 2018