

WISBOROUGH GREEN PRIMARY SCHOOL



SCHOOL ACCESSIBILITY POLICY AND PLAN

School Accessibility Policy and Plan

Vision Statement

At Wisborough Green Primary, we think it is essential that ALL children are valued and that they thrive in a safe, secure and stimulating environment. At Wisborough Green Primary we all respect each other and take responsibility for the care, happiness and safety of ourselves and of others. We know that we are all different but all equally important. We like the fact that we are all different. We do our best to make sure everyone is feeling happy and take action when someone is not. We are all special and unique, and deserve to give and receive the very best from our school.

Our key aims are:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- provide safe access throughout the school for all school users
- to ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- to provide training, where needed, to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

Purpose of the plan

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

Written: September 2017

Review due September 2018

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. Success criteria has been set so progress and outcomes can be measured. Governors and teachers have

All children with a disability will have an individual health care plan in place, written with parents and health practitioners to ensure that ALL needs are considered.

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability.

Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- A SENDCO
- Advice, assessment and support from outside agencies/ specialists/ professionals
- iPads / access technology/ Clickr 7
- Range of literacy and maths interventions
- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment
- Advice and support from School Nurse Team
- Medical Room and Paediatric First Aiders
- Outdoor learning
- Use of diagnostic assessments, e.g York Assessment of Reading Comprehension (Reading), Single Word Spelling test (Spelling), Sandwell (maths), Phonological Assessment Battery (PhAB)
- Transition arrangements, planning and support

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

Current Actions: improving access to the physical environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

There are very few parts of the school to which disabled pupils have limited or no access. Our building is on one level and has wide door openings.

Current Actions: Improving the delivery of information to persons with a disability

School staff are aware of the services available for converting written information into alternative formats.

Appendix 1: Accessibility Plan

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase staff knowledge of Attachment aims and strategies to help with behaviour	<p>Ongoing training for teachers on inclusion and ensuring access for all children to the curriculum.</p> <p>There is effective communication with parents with a disability or with a child with SEND. SENDCo and staff contact parents and are available for meetings. Structured conversations carried out with staff/pupils and parents.</p> <p>Healthcare plans are written for all children with medical needs and/ or disabilities.</p> <p>Reasonable adjustments are made for all lessons, including PE and playtimes.</p>	<p>Audit of pupil needs and staff training to meet those needs.</p> <p>All teachers are confident with using attachment strategies and this is evidenced in the classroom.</p>	<p>Up to date training on inclusion ongoing.</p> <p>Theraplay and relational techniques are taught to all staff.</p> <p>New behaviour policy written</p>	<p>SENDCo</p> <p>All teachers</p> <p>SENDCo</p>	<p>Ongoing</p> <p>July 18</p>	<p>Audit of staff training needs shows staff feel more confident in areas.</p> <p>Audit carried out. Attachment strategies are evidenced and used.</p>
Improve and maintain access to the physical environment	<p>Appropriate use of specialised equipment benefits individual pupils and staff.</p> <p>Provision of wheelchair accessible toilets and shower in first aid room</p> <p>Disabled parking available</p>	<p>All children and carers have access to all areas of school.</p>	<p>White lines painted.</p> <p>Training given by specialists where appropriate.</p> <p>Learning Council to audit provision</p>	<p>HT/ Premises Manager</p> <p>SENDCo</p> <p>SENDCo/ Learning Council</p>	<p>July 18</p> <p>Ongoing</p> <p>December 2016</p>	<p>Children and visitors with visual impairment to have access to the whole building</p> <p>Staff feel a higher level of confidence in their expertise.</p>

Improve the delivery of written information to pupils	Appropriate equipment /resources support children with visual impairment and other visual difficulties linked to dyslexia.	'Communicate in print' to be purchased to allow ALL ILP plans, visual timetables and signage so that all signs are more accessible.	The school will make itself aware of the services available for converting written information into alternative formats. Get advice on alternative formats and use of IT software to produce customized materials	SENDCo/ SBM	June 2018	Websites/ apps and other technology are ordered and children have full access to the curriculum.
	Buff paper and coloured book for children with difficulty reading from white paper. The office will send information in different formats (online/ paper form) and provide information on the phone.	Review documentation with a view of ensuring accessibility for pupils with visual impairment. Review all ILP to make them more accessible to parents and children.	Communicate in print bought.	SENDCo	July 2018	All sinage includes Communicate in print symbols. Questionnaire shows that parents are happier with the new ILP format.