



Learning, Achieving, Caring and Sharing

Accessibility Plan 2015-2018

Autumn 2015

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Introduction

The Accessibility Plan is an action plan that schools create to record specific courses of actions aimed at fulfilling their legal duties to **disabled children**.

The plan focuses on improving three areas:

- a) curriculum access;
- b) the delivery of written information;
- c) access to the physical environment.

Disability

According to the Equality Act 2010 a person has a disability if:

- a) he or she has a physical or mental impairment;
- b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

How often is the plan reviewed?

The plan is a legal document which must be reviewed every three years and approved by the Governing Body. As curriculum policies are reviewed, a section related to **access** will be added to the Equalities Policy. The terms of reference for all governors' committees will contain an item on "having regard to access". The governing body is involved in setting priorities for the Accessibility Plan and for monitoring the plan.

Setting Priorities

The priorities for the Accessibility Plan for our school were identified by a group who consisted of:

- SEN Governor
- Head Teacher
- SEND Team
- Finance manager

The Accessibility Plan should be read in conjunction with the School's:

- Development Plan
- Disability Access Action Plan
- Special Educational Needs and Disability Policy
- Behaviour Policy

Monitoring

The Accessibility Plan is a statutory requirement that is monitored by a committee of the full governing body.

Legal Context

Under the Equality Act 2010 schools must have an Accessibility Plan that gives a written account of how schools intend, over time, to increase the accessibility of their school for disabled people. All schools are required to make “reasonable adjustments” to their: *policies, procedures and practices* to accommodate children with **disability** more fully in school life. Disabled children have rights enshrined in law. The Act relating to the rights of disabled children are to be found in The Equality Act 2010.

The Equality Act has two main purposes:

- a) to harmonise discrimination law;
- b) to strengthen the law to support progress on equality.

In harmonising existing legislation with regards to discrimination, the Equality Act 2010 consolidated all existing equality legislation such as:

- Race Relations Acts
- Disability Discrimination Acts
- Sex Discrimination Acts
- Equality Act 2006 (this Act still remains in force but is amended by the Equality Act 2010)

Schools “... cannot unlawfully discriminate against children because of:

- disability
- sex
- race
- religion or belief
- sexual orientation
- gender reassignment

The Equality Act 2010 creates a duty on schools to have due regard to:

- advancing equality of opportunity between disabled children and non-disabled children;
- foster good relations between disabled children and non-disabled children;
- consider how their policies, programmes and services will affect disabled children;
- make reasonable adjustments so as to enable existing or potential children to overcome or minimise barriers to accessing the curriculum.

The Accessibility Plan is divided into 3 sections:

- | | |
|-----------|----------------------------|
| Section 1 | Vision statement |
| Section 2 | Aims and objectives |
| Section 3 | Access audit |

SECTION 1: Vision Statement

Vision Statement will focus on the following areas:

- 1A The purpose and direction of the school's plan i.e. vision and values;
- 1B Information from school data and school audit;
- 1C Views of those consulted during the development of the plan.

1A The purpose and direction of the school's plan: vision and values

The purpose and direction of The Winns' Accessibility Plan is to:

- Maintain and *improve access* to the **physical environment**;
- Facilitate and *improve access* to the **curriculum** for all children;
- Communicate effectively with disabled children and their parents by *improving the delivery* of **written information**.

At The Winns we are committed to inclusion and we want all our children to enjoy their time at school. We believe that children should be given every opportunity to achieve their personal best. We do this by taking account of our children's needs and we have high expectations for all children. The achievements, attitudes and well-being of all our children matter. As a school we take our duties seriously and our teachers are committed to the equal opportunities legislation.

Lessons are planned to ensure that strategies are implemented to remove as many barriers to disabled children achieving. When planning for learning experiences for our children, potential areas of difficulty are identified and addressed. Therefore we:

- set challenging, but suitable learning goals;
- respond appropriately to diverse needs;
- strive to overcome potential barriers in every area of school life.

1B Information from school data and school audit

The Winns has a small number of disabled children and children with additional needs. The range of current disabilities includes:

- Speech and Communication Difficulties
- Visual impairment
- Global Developmental Delay
- Autism Spectrum Disorder
- Moderate Learning Difficulties

1C Views of those consulted during the development of the plan

Parents of children with disabilities are happy with the physical environment of the school and are confident that the school adapts the curriculum to meet the needs of disabled children. Through Individual Learning Plan reviews, we identify any changes required and make reasonable adaptations based on parental and children feedback.

SECTION 2: Aims and Objectives

The aims and objectives will focus on the following areas:

- 2A Increasing the extent to which disabled children can participate in the school curriculum;
- 2B Increase the extent to which disabled children can take advantage of education and associated services by making reasonable improvements to the physical environment of the school;
- 2C Improving the delivery of written information to disabled children so that they have equal access to written information.

2A Increasing the extent to which disabled children can participate in the school curriculum

The Winns Primary School will make reasonable adjustments to the curriculum as necessary, to ensure that children with a disability are given equal access to the curriculum. Reasonable adjustments could include any of the following:

- provision of specialist aids and equipment which may assist disabled children in accessing the full curriculum;
- ensure appropriate deployment of support staff;
- develop independence and promote social interaction by setting personalised learning goals;
- ensure quality first teaching for all to improve disabled children's access to the curriculum;
- teaching approaches that promote inclusion and positive child interaction;
- professional development for staff on inclusive classroom practice and on specific disability issues.

We recognise that the nature of a child's disability may present certain barriers to accessing the curriculum. The Winns' Accessibility Plan aims to identify these barriers and make reasonable adjustments that will eliminate the barriers or reduce the adverse effect of these barriers to accessing the curriculum. We are aware of the challenges that some children experience when accessing the curriculum. Consequently, access is therefore considered, at planning stages. The Winns Accessibility Plan, along with policies such as the Behaviour Policy will also tackle the social aspects of disability because we understand that other issues affect the participation of disabled children in school life. For example: bullying, peer relationships, personal care etc.

2B Improving the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated services

The school is a single story building with good physical access. We have one mobile classroom positioned in the playground which has ramp access. All classrooms are accessible for wheelchair users or those with impaired mobility. The site has 11 designated toilets that are accessible for disabled children or children with restricted mobility. The school has: good physical access, single storey, wide corridors and doorways. There are no car park facilities on-site, only off-street parking for applicable permit holders. Entrance to the school is wide enough for wheelchair users and door handles are at an accessible height for wheelchair users. The school will make reasonable adjustments to the physical environment in order to increase the extent to which disabled children can take advantage of educational facilities.

2C Improving the delivery of written information to disabled children so that they have equal access to written information

Information is provided to parents in a form that is suited to their needs. For example:

- face-to face meetings
- in writing
- electronic correspondence
- telephone
- the use of interpreters

The Winns also uses the Family Support Worker and external agencies to support work with children and their families with specific needs. Prior to meetings, arrangements are made to ensure that parents / carers have access to information to enable their child to participate fully in the life of the school.

The school also offers drop in sessions where staff, parents or carers can discuss their concerns. The purpose of these sessions is to enable the child to participate fully in the life of the school.

SECTION 3: Making it happen

This section will focus on the following areas:

- 3A Management, coordination and implementation
- 3B Getting hold of the school's plan

3A The management, coordination and implementation of the Accessibility Plan

The Winns will:

- ensure that all staff members are aware of their duties to children with disabilities. This will be done through INSET and the staff SEND handbook;
- consult with experts when unfamiliar situations arise regarding children with disabilities;
- the governors and senior leadership team will work closely with the local authority to ensure compliance;
- evaluate the plan annually and views will be sought from disabled children, parents/carers and staff;
- analyse attainment data of disabled children compared to non-disabled children.

Evaluation of the plan

When evaluating the Accessibility Plan the school will look at:

- a) the actions that the school has implemented and what effect those measures have had.
- b) The school will consider a range of evidence to reach a judgement. These will include:
 - staff confidence in teaching disabled children;
 - parental satisfaction with arrangements made;
 - outcomes for children;
 - the physical environment;
 - multi-agency protocols;
 - the sharing of good practice;
 - the involvement of disabled children in school life.

The Winns takes a whole school approach to meeting the requirements identified in our Accessibility Plan. We measure progress by looking at the outcomes we identified.

Senior Member of Staff Responsible: Mr Paul Ryan (Head teacher)

Governor Responsible: James Goodman

3B Getting hold of the school's plan

At the end of this document you will find the action plans showing how The Winns Primary School will address identified priorities.

The Winns makes its Accessibility Plan available in the following ways:

- the school's office
- a copy will be issued to all parents/carers of disabled children
- large print upon request;
- the school's website - www.thewinnsprimaryschool.co.uk

ACTION PLANS

Improving Curriculum Access at The Winns Primary School

Target	Actions	Who	Timescale	Success Criteria
<i>To evaluate provision for children with disabilities</i>	Observations of lessons which will focus on how barriers to learning are reduced or minimised.	SLT SEND Team	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	Provision for children with disabilities enables them to increase their access to the curriculum.
<i>To develop staff confidence in making appropriate changes to the curriculum to for disabled children</i>	Assign particular CPD training where necessary. Provide pertinent information to staff about relevant conditions.	SLT SEND Team	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	Staff are aware of children needs and how their needs present as barriers to learning.
<i>Develop staff awareness of disabilities issues</i>	<ul style="list-style-type: none"> ▪ Staff briefings ▪ INSET-Whole school training Diversity and disabilities issues addressed in school assemblies Diversities and disabilities addressed in circle time.	SLT SENDCo Class teachers	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	Heightened awareness of the impact of disabilities on accessing the curriculum. Topics on disabilities become a regular feature of assemblies. Better understanding on how to meet the needs of children with disabilities.
<i>Adaptations to the curriculum and extra curriculum activities so that the needs of disabled children are better met.</i>	Allocation of TAs to support children with disabilities. Particularly, those children whose disabilities present as barriers to accessing provisions at school.	SLT SEND Team	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	Target support efficiently and effectively provided.
<i>Review targets to ensure compliance with current statutory duties.</i>	Keep abreast of currents legislation and inform and advise the SLT.	SEND Team	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	The curriculum meets the needs of current intake.

Improving the Delivery of Written Information at The Winns Primary School

Target	Actions	Who	Timescale	Success Criteria
<p><i>To improve and maintain communication with disabled children and their carers/parents.</i></p>	<p>Review all current publications and promote the availability of different formats.</p> <p>Ensure that all information provided by the school is clear and accessible.</p>	<p>Administrative staff Business Manager Teachers SEND Team</p>	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	<p>Accessible information given to children with disabilities and their parents.</p>
<p><i>To make written information to visually impaired children available in different formats i.e. large print, symbols, different colours, braille...as appropriate.</i></p>	<p>Consult with the Disability Information Service to ascertain the best way to present written information to disabled children and their parents/carers. This will be done on a case by case basis.</p>	<p>SEND Team</p>	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	<p>Delivery of written information to disabled children and their parents/carers improved.</p>

Improving Access to the Physical Environment of The Winns Primary School

Target	Actions	Who	Timescale	Success Criteria
<p><i>The building is fully accessible to children with a wide range of disabilities.</i></p>	<p>Discuss school's compliance with DDA and school's commitment to access.</p>	<p>Head teacher Site manager</p>	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	<p>Plans meet DDA requirements</p>
<p><i>Appropriate evacuation procedures for children with disabilities</i></p>	<p>Annual review of procedures for children with disabilities. Ensure that appropriate staff members are aware of the procedures.</p>	<p>Site manager</p>	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	<p>Plan reviewed Suitable procedures agreed</p>
<p><i>Children with disabilities are told about access to the premises and emergency.</i></p>	<p>Assess children with disabilities Update staff and children</p>	<p>SENDCo SLT</p>	<ul style="list-style-type: none"> ▪ Currently met ▪ On entry ▪ To be reviewed every half term ▪ To be reviewed when required 	<p>Children with disabilities are aware of the schools access particularly in emergency situations.</p>