

Accessibility Plan 2018 - 2021



Where Learning Starts

Reviewed	October 2018
Policy Status	Statutory
Review Period	Three Yearly
Person Responsible	Head Teacher

Aims

The aims of this Accessibility Plan are to ensure that Westoning Lower School continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

At Westoning Lower School, we are committed to the fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information. We will ensure that all staff have the right training and knowledge to support people with disabilities effectively, in line with the Equality Act (2010).

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day-to-day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities
- Staff Development
- Health & Safety (including off-site safety)
- Special Needs and Inclusion
- Behaviour Management
- School Development Plan

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- Asset Management Plan
- School Vision and Values Statement
- Teaching and Learning

The Action Plan for physical accessibility relates to the Access Audit of the School. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The School's complaints procedure covers the Accessibility Plan.

Information about our Accessibility Plan will be published on the school website.

Monitoring

The Plan will be monitored through the Governor Resources committee.

The Plan will be monitored by Ofsted as part of their inspection cycle.

Action Plan

This action plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to Complete Actions By	Success Criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.	The curriculum will be continually adapted in response to changing needs as informed by the school SENDCo.	SENDCo and Class Teachers	Ongoing	Pupils with a disability to make expected or better progress.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	Head Teacher	Ongoing	All out-of-school activities will comply with all current and future legislative requirements and are fully inclusive.
	Curriculum progress is tracked for all pupils, including those with a disability.	All staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable pupils.	Plan and deliver bespoke training opportunities with outside agencies when the need arises.	SENDCo and Class Teachers	Ongoing	Staff are confident in using suggested strategies. Pupils benefit from an adapted and differentiated curriculum appropriate to their needs.
	Targets are set effectively and are appropriate for pupils with additional needs.	PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity.	Recommendations from Occupational Therapy, physiotherapy and other outside agencies continue to be actioned. Alternative and adapted equipment will be purchased if necessary.	SENDCo and PE leader	Ongoing	All pupils have the opportunity to access appropriate PE activities.
	The curriculum is reviewed to ensure it meets the needs of all pupils.					

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Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to Complete Actions By	Success Criteria
Improve and maintain access to the physical environment.	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Accessibility toilets and changing facilities 	Pupils with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons.	Collate information from feeder nurseries / schools and external agencies to ensure that the necessary equipment is purchased as necessary.	SENDCo	Ongoing	Pupils will have full access to the physical environment of the school.
		Teachers ensure that appropriate seating plans are in place to support pupils with a disability in their access to each room.	Staff are continually informed of all pupils with a disability and the difficulties they may face with access within certain rooms.	Class Teachers	Ongoing	All identified pupils are seated appropriately in rooms to ensure maximum access within each room.
		There is a dedicated parking space for visitors with a disability.	The car park will be marked out to include a dedicated disabled parking space.	SENDCo	July 2019	All visitors with a disability will have an accessible parking space close to the school.

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to Complete Actions By	Success Criteria
Improve the delivery of information to pupils with a disability	<p>Our school uses the following to ensure information is accessible:</p> <ul style="list-style-type: none"> • Site signage • Large print resources • Induction loops 	Identified pupils will have a Pupil Passport or SEND Support Plan, which clearly outlines the differentiated teaching strategies and communication methods that should be used.	Review plans regularly with parents and pupils to ensure needs are clearly identified and that the right strategies and communication methods are in place.	SENDCo and class teachers	Once a term	Staff will be fully equipped with the right strategies to support pupils with disabilities and this will ensure that pupils can access all information delivered in lessons.
		Teachers ensure that appropriate seating plans are in place to support pupils with a disability in their access to each room.	Staff are continually informed of all pupils with a disability and the difficulties they may face with access within certain rooms.	Class Teachers	Ongoing	All identified pupils are seated appropriately in rooms to ensure maximum access within each room.

Accessibility Audit

1. Physical Access					
Item	Issue	Green	Amber	Red	Comments
1	Is furniture and equipment selected, adjusted and located appropriately?				Yes
2	Are pathways and routes logical and well signed?				Yes
3	Do you have emergency and evacuation procedures for specific pupils with a disability?				We do not have specific pupils presently, but have the proformas from past pupils.
4	Is appropriate furniture and equipment provided to meet the needs of individual pupils?				Equipment is purchased to meet the needs of individual children.
5	Do furniture layouts allow easy movement for pupils with disabilities?				Yes, taking into account children's needs.
6	Are quiet rooms / calming rooms available to children who need this facility?				Partially in place. There is a room but it needs some beanbags and sensory equipment.
7	Are car park spaces reserved for disabled people near the main entrance?				No, the whole car park needs to be marked out, including a disabled bay.(July 19)
8	Are there barriers to easy movement around the site and to the main entrance?				No
9	Are steps needed for access to the main entrance?				N/A
10	Do all those steps have contrasting edging?				N/A
11	If there are steps, is a ramp provided to access the main entrance?				N/A
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				N/A
13	Is it possible for a wheelchair user to get through the principal door unaided?				Yes
14	If no, is an alternative wheelchair accessible entrance provided?				N/A
15	If there is a lobby at the principal main entrance, is it possible for a wheelchair user to negotiate the doors?				Yes, it is automatic.
16	Do all internal doors allow a wheelchair user to get through unaided?				Yes.

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17	Do all corridors have a clear unobstructed width of 1.2m?				Yes, we only have corridors in the main block.
18	Does each block have a wheelchair accessible toilet?				Yes, there is a dedicated disabled toilet in the main block, and the other blocks have a toilet cubicle, which is wide enough and fitted with handrails.
19	Does the relevant block have accessible changing rooms / shower facilities?				N/A
20	If the block is on more than one level, do the internal steps / stairs have contrast colour edging?				N/A
21	Is there a continuous handrail on each internal stair flight and landing?				N/A
22	Do the blocks have a lift that can be used by wheelchair users?				N/A
23	Do you have any sort of mechanical means provided to move between floors? If yes, please state.				N/A
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				Yes
25	Are non-visual guides used to assist people to use the buildings?				No, but there is not a need for this at present.
26	Could any of the décor be confusing or disorientating for pupils with disabilities?				No.
27	Is a hearing induction loop available (either fixed or portable) in the school?				Yes, in the main office.
28	Do emergency alarm systems cater for those with hearing impairment (e.g. flashing light)?				No, this is something we need to look at and obtain quotes for. However, we do not currently have anyone with a hearing impairment.

2. Learning Access

Item	Issue	Green	Amber	Red	Comments
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				Yes, as pupils enter the school we ensure training is provided and is updated.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?				Yes, we arrange for outside agency support where necessary.
3	Do all staff seek to remove all barriers to learning and participation?				Yes, all work is differentiated for the needs of the pupils.
4	Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress?				Yes, as shown in planning.
5	Are all children and young people encouraged to take part in music, drama and physical activities?				Yes, we are fully inclusive.
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in PE?				Yes, differentiated activities are used.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				Yes, and this is shown in planning and Pupil Passports / SEND Support Plans.
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?				Yes, and this is shown in planning and Pupil Passports / SEND Support Plans.
9	Do you provide access to appropriate technology for those with disabilities?				Yes, though tablets, PCs, laptops, apps and software.
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?				Yes, we are fully inclusive.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?				Yes, as we need to be aware.

3. Information Access

Item	Issue	Green	Amber	Red	Comments
1	Do you have arrangements to 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 format?				Yes. We can produce our own simple language, symbol and large print information. We have access to HAST VI and HI for other forms of information.
2	Do you have the facilities such as ICT to produce written information in different formats?				Yes.
3	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?				Yes, as needed and identified.