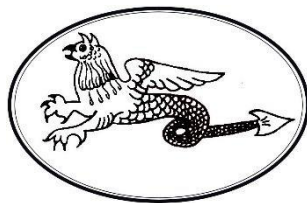


WHERWELL PRIMARY SCHOOL



'Let's love to learn and thrive together.'

Accessibility Policy

Date Reviewed	Agreed By	Next Review Date
March 2020	FGB	March 2023
March 2023	FGB	March 2026
May 2026	FGB	May 2029

Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This policy should be read in conjunction with the school's Equalities Policy and, where appropriate, our School Improvement Plan, our SEND Local Offer and SEND policy.

Definition of Disability

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to allow full participation in the school community for pupils, and prospective pupils, with a disability

Principles

- We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and

cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

- Wherwell Primary School plans -over time, to ensure the accessibility of provision for all pupils, staff, parents and visitors to the school.
- An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated as required.
- The Accessibility Plan will contain relevant actions to:
Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school for pupils, staff, parents and visitors, and provision of physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; (If a school fails to do this they are in breach of the Equalities Act 2010). This covers teaching and learning as well as access to 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 and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.
- The Identifying Barriers to Access: A checklist (see appendix 1) review is undertaken annually. It may not be feasible to undertake some of the works during the life of any one Accessibility Plan and therefore some items will roll forward into subsequent plans. A further checklist will be carried out prior to the end of each three-year plan, in order to inform the development of the new plan.
- 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 Governor committees will contain an item on “having regard to matters relating to Access”.
- This Accessibility Policy will be published on the school’s website.
- The Full Governing Body will approve every three years the Accessibility Policy. The Accessibility Plan and the checklist for Identifying Barriers to Access, will be monitored by the Curriculum Committee and the Finance and Environment Committee on an annual basis.
- The Plan will be monitored by Ofsted as part of their inspection cycle.

Appendix 1

Identifying Barriers to Access: A checklist

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?

	Y	N	n/a	Comments
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓			Specific training where applicable.
Are your classrooms optimally organised for disabled pupils?	✓			Adjusted to meet specific pupil needs.
Do lessons provide opportunities for all pupils to achieve?	✓			Adjusted to meet specific pupil needs.
Are lessons responsive to pupil diversity?	✓			Adjusted to meet specific pupil needs.
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓			Adjusted to meet specific pupil needs.
Are all pupils encouraged to take part in music, drama and physical activities?	✓			Adjusted to meet specific pupil needs.
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example, using lip reading?	✓			Adjusted to meet specific pupil needs.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment for practical work?	✓			Adjusted to meet specific pupil needs.
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓			Adjusted to meet specific pupil needs.
Do you provide access to computer technology appropriate for students with disabilities?	✓			Adjusted to meet specific pupil needs.
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓			Adjusted to meet specific pupil needs.
Are there high expectations of pupils?	✓			
Do staff seek to remove all barriers to learning and participation?	✓			

Appendix 1b

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

	Y	N	n/a	Comments
Does the size and layout of areas – including 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?	✓			
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?	✓			In the event of a disabled pupil joining the school classrooms would be moved.
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		✓		A Personal Evacuation Plan will be used where needed.
Are non-visual guides, used to assist people to use buildings including lifts with tactile buttons?		✓		To be re-assessed if need arises
Could any of the décor or signage be considered confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓			Adjusted to meet specific pupil needs.
Are areas to which pupils should have access well lit?	✓			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓			Specific sound reducing features in 4/5 classrooms.
Is furniture selected, adjusted and located appropriately?	✓			

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

	Y	N	n/a	Comments
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?	✓			If and when required.
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?	✓			If and when required.

Do you have the facilities such as ICT to produce written information in different formats?	✓			If and when required.
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓			If and when required.

Appendix 3

Accessibility Plan

Objective	Lead	Strategy/action	Resources	Timescale	Goal Achieved
Ensure emergency and evacuation systems inform ALL pupils	HT	Personal Evacuation Plan	Individual PEEP for each pupil if needed.	As required	Pupils can access all areas of school safely and be evacuated appropriately
Improve accessibility for people with a disability	HT	Improve accessible toilet facilities	Relocate items currently stored in disabled toilet	As required	Disabled toilet facilities improved
SEND and Medical register and information on children with additional needs to be regularly updated	SENDCO	<ul style="list-style-type: none"> Ensure SEND register reflects current pupils being supported. Add notes to SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date 	<ul style="list-style-type: none"> SEND register and paperwork for individuals Care plans 	To be continually updated and checked termly	SEND and medical needs will be up-to-date. Teachers and LSAs will be aware of the needs of children in their class.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SENDCO HT	<ul style="list-style-type: none"> Audit staff strengths/gaps in knowledge. Internal and external training from outside agencies – autism support team, speech and language, EP, OT etc. LSA training on adapting lessons and using scaffolding for pupils with additional needs. Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 sessions with teachers who need bespoke guidance for pupils 	<ul style="list-style-type: none"> Staff meeting LSA training SENDCO teacher time External agency training 	<ul style="list-style-type: none"> Ongoing All staff to feel confident with a year and CPD timetable to be revised termly as the cohort and training needs change. 	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.

Appropriate specialised equipment is used to benefit individual pupils and staff	SENDO HT	<ul style="list-style-type: none"> • Ipads available to support children with difficulties; • Sloping boards for children with physical disabilities; • Coloured overlays or coloured paper for children with visual difficulties or dyslexia; • Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc. • Monitor and observe use of equipment eg visual timetable, wobble cushions etc. 	<ul style="list-style-type: none"> • Audit of equipment and needs • Staff training • Cost of resources 	One year and ongoing	SEND children have appropriate equipment and resources which supports their learning and removes barriers to learning
Ensure that all parents/carers can access information	SENDCO HT	<ul style="list-style-type: none"> • We will seek advice from EMTAS if we have parents who are unable to access our information on the website or in paper form • Teachers have an awareness of the possibility that families might not be able to read/read English and notify SLT 	<ul style="list-style-type: none"> • Cost of having information translated and printed • SLA time for access to EMTAS 	Ongoing	All parents have equal access to information