

Walton Holymoorside Primary and Nursery School

Accessibility Plan

2017-2020

Statement of intent

At Walton Holymoorside Primary and Nursery School we are committed to providing a fully accessible environment which values all pupils, staff, parents and visitors. We are committed to creating a whole school culture of awareness, tolerance and inclusion of **all**, regardless of any physical, social, sensory, cultural or emotional need. This plan should be read in conjunction with the **School Improvement Plan** and outlines the proposals of the Governing Board of **Walton Holymoorside Primary and Nursery School** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the **Equality Act 2010** and to fulfil our school mission statement for all pupils: **Welcoming, Helping, Progressing, Smiling**.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

1. Increase access to the **curriculum**, for pupils with disabilities, including the wider curriculum and all other aspects of school life.
2. Improve the **physical environment** of the school to increase the extent to which pupils and adults with disabilities can be included.
3. Improve the availability of accessible **information** for pupils, parents, staff and visitors with disabilities.

The above aims will be achieved through an action plan and within reasonable timeframes, and in conjunction and consultation with pupils and adults with disabilities. The Governing Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff

- Governors
- External partners

The action plan will be in place for 3 years and reviewed annually or earlier to take into account the changing needs of the schools and its pupils.

Signed by:

_____ **Headteacher** Date: _____

_____ **Chair of Governors** Date: _____

Next review date October 2018 _____

Review of Accessibility Actions 2014-17

Curriculum-

- All pupils accessed the full curriculum and were fully included in every aspect of school life including trips and visits, including residential
- Pupils with SEND made good progress from their starting points and achieved in line with similar pupils nationally
- Specialist equipment purchased for pupils with SEND
- Pupils with SEND accessed after school clubs and other extended activities e.g. choir, Science club and sport opportunities
- Pupils with SEND were elected onto the School Council and Eco group
- SENTAs and TAs accessed training and were effective in their support for learning and inclusion

Physical Environment –

- All pupils had full access to all areas of school
- Passenger lifts were serviced regularly

- Visibility strips placed on some steps -on going
- All pupils with SEND were included in lunchtime dining hall with support from SENTA
- Pupils with SEND, where required, had personalised workstations implemented
- Pupils with SEND had successful individual dropping off and collecting routines in place to support attendance
- Refurbishment programme has provided greater space and accessibility for pupils with SEND.

Information-

- New signs placed around school have improved ease of access and are more welcoming e.g. nursery, office, EYFS
- New website is easily navigated with key information
- Paper copies of all letters are made available in office, text system is used as reminder for key events
- A qualified signer was employed and effective in allowing Hearing Impaired parents to communicate at parents' evenings and meetings

Action Plan 2017-2020

1. Curriculum
2. Physical environment
3. Information

Target 1 Curriculum	Objective /Aim	Actions	Personnel And or Resources	Timescale	Outcome/Success criteria	Evaluation	Monitoring
Short Term	All pupils can access every aspect of the curriculum.	SENCo to conduct survey to establish any barriers to access of the curriculum	SENCo HT	December annually	SLT and Governors are aware of any issue regarding access to the full curriculum for individuals or groups of pupils	Survey analysis/ SENCo actions	Governors standards committee
	All pupils have equipment that	Provide identified pupils with specific equipment	SENCo SENTAs	As required	Pupils have adaptive equipment enabling	School tracking	Governors standards

	enables access to the curriculum and learning including test materials	e.g. Writing slopes/ overlays/ pencil grips/ IT equipment /PE equipment/Test materials	HT		access to curriculum learning and progress	systems	committee
Medium Term	Pupils with SEND or other potential barriers to learning make good progress.	Tracking for pupils with SEND/ PP/ EAL is in place and monitored at 3 points per year	SLT SENCo	Annually Dec, Feb, June	Children make good progress from their starting points in line with national progress	School tracking systems	Governors standards committee
	All staff who work with or teach pupils with SEND or barriers to learning are skilled and effective in their role.	Conduct survey of SENTA and support staff and organise training for areas of identified need	SENCo Related CPD costs and supply	By February annually	Staff continue to improve their knowledge and understanding of SEND	Survey analysis Training record	Governors standards committee
	Communicate with parents effectively with regard to curriculum access and progress	Teachers and SENTAs meet regularly with parents of pupils with identified SEND or identified pupils	All staff	Termly for IEP review or	Communication with parents is on-going and effective in supporting children's needs and progress	Verbal and written reports	Governors standards committee
	All pupils can access enrichment activities and trips and visits	Planning for trips and visits includes adaptations and strategies to enable all pupils to take part	SENCo SLT All staff	As required	All pupils take part in every activity and trip or visit with reasonable adaptations made to enable participation	Visit RA and evaluations – EVOLVE	Governors standards committee
Target 2 Physical Environment	Objective /Aim	Actions	Personnel and /or Resources	Timescale	Outcome/Success criteria	Evaluation	Monitoring
Short Term	All pupils can access all necessary parts of	<ul style="list-style-type: none"> Two passenger lifts are serviced regularly 	SBM HT Caretaker	Annually as service record	All pupils can access all required areas of the school safely	Service record Visual	Governors safeguarding /

	school safely	<ul style="list-style-type: none"> Corridors are clutter free 	DCC Option 1	Daily		checks Pupil parent feedback	H&S committee
Medium Term	Disabled facilities are suitable and accessible for pupils and adults with SEND	Refurbish the disabled facility near main entrance	HT SBM Caretaker School Budget /Option 1	By February 2018	Disabled facilities are easily accessed and reflect the quality of other facilities in school.	Adult /Pupil feedback	Governors safeguarding and H&S Committee
	Outdoor steps are clearly visible for pupils /adults with reduced visibility	Continue to add yellow strips to outdoor steps.	SBM and caretaker	By July 2018 and review	Outdoor Steps are clearly visible	Visual check	Governors safeguarding and H&S Committee
	Children with SEND can access lunchtime /dining facilities with all pupils	Provide SENTA support for special table at lunchtime for pupils with SEND, adapt dining routines as required for inclusion	SENCo HT SENTA hours @ 38 x5 x30 mins +	On-going As required	Children with SEND can enjoy lunch with their peers	Pupil and parent feedback	Governors safeguarding and H&S Committee
	Children with specific SEN e.g. hearing impairment can access lessons	Soundfield systems in working order, one classroom in each phase.	SENCo SBM	As required by need	Children with Hearing impairment can fully access learning	Pupil /PI service check	Governors safeguarding and H&S Committee
Long Term	Classrooms and outdoor areas are fully inclusive and take account of all pupils needs.	<ul style="list-style-type: none"> UJ classroom furniture replacement Playground markings Music provision and storage 	HT SBM Furniture Approx £4000 Playground £1200 from Sport premium and PSA Music-DFC	By July 2018	Classrooms are increasingly accessible and safe for all pupils Playground is bright and supports play for all pupils Music storage is accessible for all pupils and those with	Governors Environment Monitoring Report Pupil and parent /DMS feedback	FGB

			@ quoted level DCC Approx. £5000		SEND		
Target 3 Information	Objective /Aim	Actions	Lead or key personnel	Timescale	Outcome/Success criteria	Evaluation	Monitoring
Short Term	School information is consistent (where possible) in size 12 font and easily accessible to all parents	Letters are placed on website and paper copies available.	HT Govs	By July 2018 And ongoing	All parents and carers can access information about the school readily and in a suitable form	Parental feedback	FGB
	Ensure written information is accessible to all parents.	Seek advice from external advisors for specific needs to communicate in alternative formats	SBM HT	As required by arising need	Local services are engaged to provide specific adaptations for particular communication needs.	Parental feedback	FGB
	Signage around the school is clear for all pupils and parents	Implement Makaton signs for key areas if need arises	SBM SENCo	As required by arising need	Signs are clear and improve accessibility	Parental feedback	FGB
Long Term	Continue to improve communication with all parents	Investigate other ways of communicating with parents. <ul style="list-style-type: none"> • Mini web films • Twitter • Facebook PSA 	HT IT lead Govs	By July 2018 and ongoing	Communication with all parents and those with SEND is good and responds to arising needs	Parental feedback	FGB