

West Haddon Accessibility Plan

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010. As defined by the Special Educational and Disability code of practice 0-25 years (July 2014), we understand a person with a disability to be identified as follows:

"A person has a disability 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 carry out normal day to day activities."

West Haddon Primary School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

West Haddon Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Information

An effective School Accessibility Plan must be based upon sound data. Planning starts with information that is already held by the school in respect of two broad areas:

- information about the nature of the pupil population (present and future) and the disabled pupils for whom the school is planning;
- information about the nature of our school, its strengths and weaknesses in ensuring access for disabled pupils.

Pupil information might include a range of data:

- pupils already in the school and moving through it;
- the nature of the school's intake in the future, for example:
 - advance information about pupils with an Education Health Care Plan or Statement who may also be disabled;
 - other information, such as local/national information on trends in school population.
 - the participation of disabled pupils in different aspects of school life;
 - outcomes for disabled pupils.

We need to consider whether:

- there are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties;
- disability issues are reflected in the curriculum;

- disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and outdoor activity times for pupils with social/interaction impairments, after school clubs for pupils with physical impairments, school trips for pupils with medical needs;
- there are parts of the school to which disabled pupils have limited or no access at the moment, or whether physical features of the school environment hamper access to the whole life of the school;
- access to information is planned, with a range of different formats available for disabled pupils;
- other issues affect the participation of disabled pupils, for example; bullying, peer relationships, policies on the administration of medicines and provision of personal care, or a lack of role models or images of disabled people within the school, in effect, all the school's policies and procedures, written and unwritten.

Careful consideration of these issues may indicate some clear priorities for the school's accessibility plan. Other issues may need to be addressed more immediately by making 'reasonable adjustments'.

There needs to be an ongoing review of the school's strengths and weaknesses in working with disabled pupils.

Accessibility Plan Focus Areas

Access to the curriculum

- Continue to provide a broad and balanced curriculum for all pupils
- Continue to develop approaches to differentiation of the curriculum to enable equal access for pupils with disabilities.
- Identify all pupils and known prospective pupils who face barriers to learning and full participation.
- Consider pupils' and prospective pupils' assessed needs and consider any reasonable adjustments which may be necessary to enable them to participate.
- Review staff training needs in relation to increase participation in the curriculum.
- Review pupil and prospective pupil needs in relation to the wider provision of school, including after school clubs, sporting and cultural activities and school trips.

Access to the Delivery of Information

In order that pupils and other people within the school, with a disability or learning difficulty can access information, the school will strive to:

- Raise awareness amongst staff about the requirements to provide information in alternative formats if required.
- Maintain up-to-date information on pupils' needs for the provision of information in alternative formats and ensure it is shared amongst staff.
- Discuss and share examples of good practice amongst staff.
- Review the school's approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility.

- Seek specialist advice and support in those cases which lie beyond the school's immediate expertise.
- Maximise the use of ICT equipment in the delivery of information.
- Hard copies of information is available from the office.

Access to the Physical Environment

In order that pupils and other people within the school, with a disability or learning difficulty can access the physical environment, the school will strive to:

- Ensure an access plan has been completed and is monitored regularly.
- Seek to include building works or developments to improve accessibility, identified by the school, or through the access plan.

- Continue to provide specialist aids/equipment to individual pupils whenever this is reasonable to do so.
- Consider on a planned basis, how to improve accessibility through reorganising or rearranging aspects of the school environment in the most cost effective way.

Monitoring and Review

Monitoring of the progress of this plan will be undertaken through regular meetings of the Leadership Team and the Governors.

The plan will be reviewed and revised regularly. Oversight of the monitoring will be undertaken the Leadership Team.

Evaluation of the plan will be carried out in two ways:

- By conducting a formal review of progress towards targets identified
- Through the collection of wider information relating to accessibility from pupils, parents, LA, teachers and other relevant parties.

Access Plan to the Curriculum		
Item	Action	Timescale
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	Training given to all staff as needed	Ongoing
Classrooms are organised and all additional resources that may be needed are provided to promote the participation	Maintained and reviewed when necessary	Ongoing
Lessons provide opportunities for all to achieve. They are differentiated and carefully planned and adapted to ensure all children can access the learning.	Lesson plans to be monitored Lessons observed during learning walks and Year group reviews Pupil voice	Ongoing
All members of staff working with children are aware of their individual needs and plan interventions as well as extra time for children who need further support.	Review and amend children's individual targets termly Pupil progress meeting termly Progression map reviewed and update termly	Ongoing
Ensure that the PE curriculum is accessible to all children.	Activities to be modified when required and equipment adapted or purchased as required.	Ongoing
Use ICT software to support learning	Make sure software is installed where needed IPads/laptops available to children who need to use them.	Ongoing
All school visits are accessible to all pupils	Visit chosen with care Pre –visit risk assessment to be carried out Complete individual risk assessment for children when necessary.	As required
All staff have high expectations of pupils	Targets set and reviewed	Termly (6 times a year)
All staff strive to remove barriers to learning and participation.	Planning takes account of all the children's needs	Ongoing

Access to the Delivery of Information		
Item	Activity	Timescale
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities	All staff to be trained on children's needs as and when it is needed	When required
Written information is delivered in an appropriate format	Suitably enlarged, clear print are provided for pupils, parents or carers with a visual impairment. Children with visual impairment have their work adapted.	ongoing
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Modify for individual people as and when necessary	When required
The school ensures that both in lessons and parents meetings information is presented in a user-friendly way e.g. by reading aloud, using overhead projectors/PowerPoint presentations etc.	The use of a variety of presentation styles used to aid the presentation for all ensuring adaptations are made for individuals as and when necessary.	Ongoing

Access to the Physical Environment		
Item	Activity	Timescale
The layout of the areas around school are accessible to able bodied people.	The layout of the classrooms and communal areas are changed depending on the children's/staff's needs.	ongoing
The layout of the areas around school are restricted to people who use wheelchairs	Areas internally would need to be modified significantly to ensure people in wheelchairs could access all areas of the school as the school is on a steep split level site with four internal stairs cases.	In order to gain wheelchair access to the whole of the school site (internal and external) major works would be required, given the layout of the school and incurring costs would deem this not to be a reasonable adjustment however, future building works may address some of these issues but would still not give total wheelchair access.
Pathways around school are safe and well signed	The paths are clear. Review the signage around school.	Ongoing
Parking on school site	The site is restricted for parking. Disabled parking provision is not possible due to lack of space.	
Ensure all disabled pupils can be safely evacuated.	An evacuation plan will be put to in place.	As required
All areas are well lit	All areas of the school are well lit	Maintain