



Warley Primary School

Accessibility Plan

Last reviewed: July 2018

Adopted: July 2018

To next be reviewed: July 2019

Warley Primary School

Accessibility Plan 2018-2019



Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The plan is not an independent strategy, but more of a thread running through all the school's plans and policies including :

- Plans related to capital works and premises management
- Curriculum
- Information technology and support services
- Staff training and associated services

It is an integral part of the school development plan

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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".

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

The purpose of the school's plan is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Audit of existing achievements and provision

Curriculum

- Data obtained on future pupils to facilitate advanced planning- includes pupils entering the Foundation stage and those transferring from other schools
- Established procedures for the identification and support of pupils with Special Educational Needs
- Detailed pupil information given to all relevant staff
- Regular home/ school liaison
- Differentiated curriculum to enable all pupils to feel secure and make progress
- Teaching Assistants deployed to cover a range of curriculum needs e.g speech and language, literacy and numeracy.
- Special considerations for pupils taking part in tests e.g. adult readers provided for mathematics and science
- Strong links with outside support agencies e.g. educational psychologist, speech and language therapy, community paediatrician through MAAG Team
- Consideration of children's preferred learning styles

Physical Environment

- All classrooms and all public-access rooms, including front entrance, toilets, library, and hall are on the ground floor, with no steps.
- A ramp leads from the staffroom to the Reception Class playground.
- There are disabled toilet facilities off the main hall.
- All corridor areas are painted in light colours to provide good contrast for signs/labels.

Information

- Provision of information to pupils with a disability - this is currently provided by offering one-to one explanations to pupils and their parents. If necessary, information could be made available in a range of formats.
- The school makes full use of the skills of support teachers who work with pupils and families who have English as an additional language. If necessary, meetings can be arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.

Publication of the plan

The plan will be referred to on the school website.

The full plan is available from the School Office on request. The full plan is also available in the following formats on request to the headteacher: email; enlarged print version; other formats by arrangement.

Evaluation of the Plan

Evaluation will comment on:

- Audit on the main curriculum areas
- Observable changes in staff confidence in teaching and supporting pupils with a disability / range of needs
- Evidence of the greater involvement of disabled pupils in the life of the school
- Progressive improvements to the physical environment of the school
- Information for pupils available in a range of formats.

Date of Plan: July 2018

Date of Review: July 2019

Area	Action	Resources/People	Timescale	Monitoring
Staffing	SEN Support Staff are provided where necessary to support children with additional needs.	Support staff - cost dependant on child's needs.	Ongoing	SMT
Part-time timetables for children with additional needs	Changes are made to accomodate full-day attendance when there is a special event at school.	1 :1 support put in place if the child stays.	Ongoing	Class Teacher SENCO
Wheelchair Access	Ensure corridors are kept clear at all times.	All adults to be aware/vigilant about this	Ongoing	SENCO
Woodland Welly Walks and Active Wednesdays - children with limited mobility	Class Teachers and Support Staff liaise with parents of the children to ensure provisions are in place to allow participation.	CT or Support Staff	Ongoing	n/a
Disabled Parking Access	Make arrangements with Blue Badge holders to have access to the driveway when dropping off and collecting.	HT and SENCO	Ongoing	SENCO
Disabled Toilet	Ensure that the disabled toilet is fully equipped for the children who are currently accessing it.	All staff involved with children OT recommendations	Ongoing	SENCO
Non-verbal communication	Staff who work with the non-verbal children to be adequately trained e.g. in PECS, Makaton or Sign language.	External providers of training	Ongoing	SENCO
	Reasonable adaptations made to the learning environment e.g. PECS symbols used on equipment and areas.	Class Teacher/TA	Where the need arises	SENCO
	Children's participation in events such as class assemblies/performances to be considered and adapted accordingly	Class Teacher/SMT	Annual events	SMT
Differentiated	All staff to deliver Quality-First	Class Teachers	Ongoing	SMT

Curriculum	teaching for all pupils with additional needs.			
Feeding, Diet and Medication	Staff training for the use of Epi-pens.	First Aid trained staff	AutumnTerm	SENCO
	Support staff to liaise with parents and School Cook re specialist diets for special school events	Support Staff as needed	Ongoing	Class Teachers
Specialist furniture and equipment	School to liaise with OT to ensure the correct chairs and tables are in place for children with additional needs.	OT	Ongoing	SENCO
	Purchase of smaller equipment such as writing slopes, Sit-n-Move cushions, weighted blankets etc to support classroom learning.	SENCO	Ongoing	SENCO