

## Whitley and Eggborough Community primary School

### Accessibility Plan 2019-22

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is:

to reduce and eliminate barriers to access to the curriculum

to ensure full participation in the school community for pupils, and prospective pupils, with a disability or need

Actions to achieve target	Responsible person/s	Strategies	Timescale	Resources and costs	Success Criteria
To liaise with Nursery providers to review potential intake for new starters in September	EYFS teacher Headteacher Inclusion Manager	To identify pupils who may need additional too/or different from provision as a new intake	Ongoing	Teacher/Leadership time	Procedures/equipment / ideas set in place ready for child/children to start school in the September
To review all statutory policies to ensure that they reflect inclusive practice and procedure	HT All subject leaders Governing Body	To comply with the Equality Act 2010	Ongoing	Teacher/Leadership time	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	Inclusion Manager	To ensure collaboration and sharing between school and families.	Ongoing	Inclusion Manager time	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. ASD, severe asthma, epilepsy or mobility issues	Inclusion Manager Outside agencies	To ensure collaboration between all key personnel	Ongoing	Inclusion Manager time	Clear collaborative working approach
To ensure full access to the curriculum for all children.	Inclusion Manager Specialist Advisory Teachers Ed Psychologist Class Teacher Teaching Assistants Health professionals	Outside Play visits; CPD for staff and: • A differentiated curriculum with alternatives offered • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment recommended by occupational health/professionals	Ongoing	Staff time Cost of resources/equipment as required from school budget	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum.
Review attainment of all SEN pupils.		Inclusion Manager/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Inclusion Manager/Class Teacher time	Progress made towards IEP targets Provision mapping shows clear steps and progress made

Actions to achieve target	Responsible person/s	Strategies	Timescale	Resources and costs	Success Criteria
<p>To monitor attainment of More Able children</p> <p>To promote the involvement of SEND children in classroom discussions/activities</p>	Whole school approach	<p>Inclusion policy to be kept up to date</p> <p>Differentiate lessons to stretch the More Able children</p> <p>Monitor and update the More Able list</p> <p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Specific equipment to enable disabled users to use a keyboard</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people</li> </ul>	Ongoing	<p>Staff time</p> <p>Specific equipment costs</p>	<p>More Able children making proportionate progress and achieving above average results</p> <p>Variety of learning styles and multisensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
Ensure support staff have specific training on disability issues	Inclusion Manager	Identify training needs at regular meetings	Ongoing	<p>Staff time</p> <p>Cost of training</p>	Confident support staff
Review PE curriculum to ensure PE is accessible to all	Curriculum Coordinator Inclusion Manager	Review PE curriculum to include disability sports	Annually	<p>Staff time</p> <p>Cost of resources/equipment if necessary</p>	All pupils have access to PE and are able to excel. Child's T.A. will be there to support.
All school visits and trips need to be accessible to all pupils	Inclusion Manager Educational Visits Coordinator	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Annually	<p>Staff time</p> <p>Cost of additional, appropriate transport when necessary</p>	All pupils are able to access all school trips and take part in a range of activities
To evaluate and review the above targets annually	SMT Curriculum Coordinators Inclusion Manager Governors	See above	Annually	Staff time	All children making good progress.

**Evaluation arrangements**

Monitor action plan

**Whitley and Eggborough Community primary School**

**Accessibility Plan 2019-22**

Aim 2 : To improve the physical environment of the school

**Our key objective is:**

To increase the extent to which disabled pupils can take advantage of education and associated services.

Actions to achieve target	Responsible person/s	Strategies	Timescale	Resources and costs	Success Criteria
Continually improve physical environment of school	SLT/Governors	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SBM time Inclusion Manager time Cost of any specific equipment/facilities over and above the standard rate	Enabling needs to be met where possible.
Ensure visually stimulating environment for all children	Whole School approach	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Staff time Resources for displays/role play areas	Lively and inviting environment maintained.
Ensuring all with a disability are able to be involved.	Inclusion Manager Teaching and non-teaching staff	Continue to create access plans for individual disabled children as part of IEP process	Ongoing	Staff time	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Inclusion Manager SLT Class Teacher	To liaise with parents/external agencies. Identify training needs and establish individual protocols where needed.	Ongoing	Staff time	Enabling all children to have their medical needs met where possible.
Ensuring disabled parents have every opportunity to be involved	Whole school approach	Utilise disabled parking spaces for parents with disabled children to drop off & collect <ul style="list-style-type: none"> <li>• Should it become necessary, arrange interpreters from the RNID to communicate with deaf parents</li> <li>• offer a telephone call/meeting to explain letters home for some parents who need this</li> <li>• adopt a proactive approach to identifying the access requirements of disabled parents</li> </ul>	Ongoing	Staff time	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
Continue to develop playgrounds and facilities	SLT	Look for funding opportunities	Ongoing	SBM time	Inclusive child-friendly play areas.
Ensure driveway, roads, paths around school are as safe as possible.	SLT Governors	Communication with parents via: safety messages letters/walk to school week Bikeability for Year 6 children	Ongoing	SBM time/Caretaking time	No accidents
Ensure there are enough fire exits around school that are suitable for people with a disability	SLT All staff	Ensure staff are aware of need to keep fire exits clear.	Daily	Staff time	All disabled personnel and pupils have safe independent exits from school

Actions to achieve target	Responsible person/s	Strategies	Timescale	Resources and costs	Success Criteria
Ensure all disabled people can be safely evacuated	Whole school approach	Ensure there is a personal emergency evacuation plan for all disabled pupils which staff are aware of and have taken part in drafting. Ensure all staff are aware of their responsibilities in evacuation.	Daily	Staff time	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily

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Aim 3: To improve the delivery of information to disabled pupils and parents

**Our key objective is:**

To ensure disabled pupils and parents are fully informed

Actions to achieve target	Responsible person/s	Strategies	Timescale	Resources and costs	Success criteria
To ensure all children with ASD have access to the curriculum	Inclusion Manager SLT	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	Staff time Cost of any resources required to aid learning	ASD children able to access curriculum
Signage around school to be in other languages and braille (if that becomes required).	SLT	Add signs in both English and Polish (or any other language as necessary).  Add braille signs to the right of all doors if we have a visually impaired member of the school community	As required	Staff time Cost of additional signage	ALL People feel they are welcome in school
Inclusive discussion of access to information in parent/teacher meetings		Ascertain the need of parents and, if required, ask about preferred formats for accessing information e.g. braille, hearing loops Annual reminder to parents/carers through newsletter to let us know if they have problems with access to areas of school	Ongoing	Staff time	Staff aware of preferred methods of communication, and parents feel included. School website to be accessible to all

**Evaluation arrangements**

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