|  |  |
| --- | --- |
| Version | Nov 2016 |
| Approved |  |
| Review Cycle | Biannual |
| Next Review |  |

**Widecombe-in-the Moor Primary School**

**Accessibility Plans**

**2016-2018**

**Widecombe-in-the-Moor Primary School Accessibility Plan – 2016 to 2018**

**Contents**

**1. Vision Statement**

**2. Aims and Objectives**

**3. Current good practice**

• Physical Environment

• Curriculum

• Information

**4. Access Audit**

**5. Management, coordination and implementation**

**6. Action Plan**

**1. Vision Statement:**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head of School. At Widecombe Primary School the Plan will form part of the School Development Plan and will be monitored by the Head of School and evaluated by LGB. The current Plan will be appended to this document.

Our aim is to create a secure, happy learning environment where children are nurtured and inspired to become life-long learners. Our school seeks to be a secure and welcoming environment for children and adults in which each person is valued. We strive to provide an atmosphere of respect and consideration to enable children to achieve their very best intellectually, physically and in relationships with others. The school works hard to maintain an inclusive curriculum and a caring ethos. Our school provides the best education possible and develops pupils who are confident, become self-motivated and have lively, enquiring minds. The education is broad, balanced, relevant and differentiated for individual needs. We aim to promote an appreciation of our community and environment. Our school is a place for doing, experiencing and taking part

1) The School’s Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Widecombe-in-the-Moor Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

.4) The Widecombe-in-the-Moor Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

• Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

• Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

• Improve 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 timeframe.

5) The Widecombe-in-the-Moor Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

• Asset Management Plan

• Positive Behaviour Management Policy

• Teaching and Learning

• Incident/emergency Support Plan

• Equal Opportunities Policy

• Health & Safety Policy

• Equality Plan

• School Improvement Plan

• SEND

• Performance Management

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors’ committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website

11) The Accessibility plan will be monitored by the LGB

12) The school will work in partnership with the Academy Trust in developing and implementing this Accessibility Plan

13) The Accessibility Plan may be monitored by OFSTED during inspection processes in relation to Schedule 10 of the Equality Act 2010

Approved:­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:­­­­­­­­­­­­­­­­-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Aims and Objectives**

Our Aims are:

* Increase access to the curriculum for pupils with a disability,
* Improve and maintain access to the physical environment
* Improve the delivery of written information to pupils.

Our objectives are detailed in the Action Plan below

**3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents’ views, or in conjunction with a letter home about a parents’ evening.

**Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; due to the nature of the building and the surrounding environment there are some areas which are not accessible for pupils of physical ability. One of our long term aims is to increase access to these areas.

**Curriculum:**

We strive to ensure that all areas of the curriculum are accessible to all pupils. All staff work well to ensure that every child is involved in all curricular and extra-curricular activities. Important learning areas can all be access by all pupils (e.g. the sports field/Village hall)

**Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

**4. Access Audit**

The school house is a two storey building. Most of the ground floor can be accessed by all through either the front or the back door. There is no lift to the first floor where the intervention and store rooms are located.

The Webburn classroom is accessible via a designated ramp. The classroom and outdoor area are open plan and all on one level.

The main school building incorporating the hall, library, toilets, disabled toilet and cloak room are accessible by wide corridors and are all on one level.

The Dart classrooms are accessible by a few steps and a ramp. Currently the door is hanging from the wrong side to be used by the ramp.

There is no on-site car parking. Parents park on the road outside the school for dropping off and picking up. If a child has a particular physical need, they can be dropped to the school entrance. Most entrances to the school are flat or ramped and some have wide doors fitted. The school has internal emergency signage and escape routes are clearly marked.

**5. Management, coordination and implementation**

• We will consult with experts when new situations regarding pupils with disabilities are experienced.

• The Governors and Senior Leadership Team will work closely with the Local Authority.

**6. Action Plan**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Short Term | Target | Strategies | Timescale | Responsibilities | Success Criteria |
| To liaise with Nursery providers to review potential intake for Sept 17 | To identify pupils who may need additional to or different from provision for Sept 16 Intake | July/ Sept  2016/17 | HoS  EYFS teacher | Procedures/equipment/ ideas set in place by Sept 2016 |
| To review all statutory policies to ensure that they reflect inclusive practice and procedure | To comply with the Equality Act 2010 | Ongoing | HoS  All subject leaders | All policies clearly reflect inclusive practice and procedure |
| To establish close liaison with parents | To ensure collaboration and sharing between school and families. | Ongoing | HoS  All Teachers | Clear collaborative working approach |
| To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues. | To ensure collaboration between all key personnel | Ongoing | HT  TAs  Outside agencies | Clear collaborative working approach |
| To ensure full access to the curriculum for all | Outside Play visits; Employment of specialist advisory teachers; CPD for staff and:  • A differentiated curriculum with alternatives offered.  • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects  • A range of support staff including trained teaching assistants  • Multimedia activities to support most curriculum areas  • Use of interactive ICT equipment  • Specific equipment sourced from occupational therapy | Ongoing | Teachers | Advice taken and strategies evident in classroom practice  ASD children supported and accessing curriculum. |
|  | **Tasks/Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| Medium Term | To finely review attainment of all SEND pupils. | SENCO/Class teacher meetings/Pupil progress  Scrutiny of assessment system  Regular liaison with parents | Termly | Class teachers  SENCO | Progress made towards IEP targets  Provision mapping shows clear steps and progress made |
| To monitor attainment of  Able, G & T pupils | Policy and Able G&T list to be updated  Able G&T booster groups/activities  Monitor Able G&T list | Ongoing  Annually | Able G&T co-ordinator  Class teachers | Able G&T children making proportionate progress.  Achieving above average results |
| To promote the involvement of disabled students in classroom discussions/activities  To take account of variety of learning styles when teaching | Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)   * Wheelchair access * Screen magnifier software for the visually impaired * Features such as sticky keys and filter keys to aid disabled users in using a keyboard * Makaton * Giving alternatives to enable disabled pupils to participate successfully in lessons * Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. | Ongoing | Whole school approach | Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.  Ensuring that the needs of all disabled pupils, parents and staff are represented within the school. |
|  | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| Long Term | To deliver findings to the Governing Body | Finance and Premises and Curriculum Governors meetings | Annually Termly SEN Governor / SENCO meetings | SENCO  SMT/SEN Governor | Governors fully informed about SEN provision and progress |

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Short Term | Target | Strategies | Timescale | Responsibilities | Success Criteria |
| Improve physical environment of school environment | The school will take account 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 - ramps, lighting, and colour schemes, and more accessible facilities and fittings. | Ongoing | SMT | Enabling needs to be met where possible |
| Ensure visually stimulating environment for all children | Colourful, lively displays in classrooms and inviting role play areas. | Ongoing | Teaching and non-teaching staff | Lively and inviting environment maintained. |
| Ensuring all with a disability are able to be involved. | * Create access plans for individual disabled children as part of EHCPO process * Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. * Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events | With immediate effect, to be constantly reviewed | Teaching and non-teaching | 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. | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. | Ongoing | Head Teacher  SBM  Occupational health |  |
| Ensuring disabled parents have every opportunity to be involved | * Access to the staff car park for disabled drivers and disabled children can be dropped to the main entrance. * Offer a telephone call to explain letters home for some parents who need this * Adopt a more proactive approach to identifying the access requirements of disabled parents (Confidential Parent Survey) | With immediate effect to be constantly reviewed | Whole school team  With immediate effect to be constantly reviewed | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child’s education. |
|  | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| Medium Term | To continue to improve community links (local, church and global) | School to continue to have strong links with schools in South Dartmoor Community College/church etc | Ongoing | SMT  All staff | Improved awareness of disabilities/the wider community and the world and their needs  Improved community cohesion |
| Long Term | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| Continue to develop playgrounds and facilities. | Look for funding opportunities | Ongoing | Whole school approach | Inclusive child-friendly play areas. |
| To ensure driveway, roads, paths around school are as safe as possible. | Communication with parents via safety messages /letters/walk to school week /school travel plan/emergency plan.  Bikeability for Year 6 children | Ongoing | PSHE Co-ordinator  SMT | No accidents |
| Upper floor access through creating an area for a lift | Bids for funding 2017 | Dec 2017 | LGB  Directors  HoS  Executive Head | Upper floor is accessible by disabled pupils |
| A hall area with specialised equipment for disabled pupils | Bids for funding 2017 | Dec 2017 | LGB  Directors  HoS  Executive Head | The school has a hall area that can be used by all pupils |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Target | Strategies | Timescale | Responsibilities | Success Criteria |
| To ensure all children with ASD have access to the curriculum | Regular parental communication  Individualised multi-sensory teaching strategies used for ASD children. | Ongoing | All staff to be aware | ASD children able to access curriculum. |
| Short Term | To enable improved access to written information for pupils, parents and visitors. | * Investigate symbol software to support learners with reading difficulties. * Raising awareness of font size and page layouts will support pupils with visual impairments. * Auditing the school library to ensure the availability of large font and easy read texts will improve access. * Auditing signage around the school to ensure that is accessible to all is a valuable exercise. | ongoing | All staff to be aware | All information for visitors, parents and pupils is clear |
| Medium Term | To review children’s records ensuring school’s awareness of any disabilities | Information collected about new children.   * Records passed up to each class teacher. * End of year class teacher meetings * Annual reviews * EHCP/My Plan Meetings * Medical forms updated annually for all children * Personal health plans * Significant health problems –children’s photos displayed on staffroom notice board / info kept in separate files | Annually | Class teachers  SLT  Outside agencies | Each teacher/staff member aware of disabilities of children in their classes |
| Long Term | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| In school record system to be reviewed and improved where necessary.  (Records on Sims/ network/ protected | Record keeping system to be reviewed. | Continual review and improvement | Assessment Co-ordinator/SLT | Effective communication of information about disabilities throughout school |