

Western Primary School – School Accessibility Plan 2015 – 2018

WESTERN PRIMARY SCHOOL

School Disability & Accessibility Action Plan

The SEN and Disability Act 2014 ensures that Governing Body has had three key duties towards pupils who have a disability:

- Not to treat children who have a disability less favourably for any reason:
- To plan to increase access to education for disabled pupils.

A person has a disability if ‘ he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.’ (Disability Discrimination Act 1995)

- This policy has been set out in accordance with advice outlined in the DfES’s ‘Accessible Schools: Planning to increase access to schools for disabled pupils’.

This action plan sets out the proposals of Western Primary School to increase access to education for children who have a disability in three areas:

- Increasing the extent to which children who have a disability can participate in the whole school curriculum;
- Improving the environment of the school to increase the extent to which children who have a disability can take advantage of education and associated services;

At Western Primary School, we pride ourselves on being as fully inclusive as we can possibly be. We want all children to enjoy school; to be challenged to achieve their very best, and to consider their time at the school as their own ‘learning adventure’. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of all our pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

The action plan is to cover pupils, staff parents and users of the school.

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To be aware of the access needs of children who have a disability, staff, governors and parents, carers</p> <p>Ensure the school staff & governors are aware of any access issues</p>	<p>a) to create access plans for children who have a disability as part of their individual plans where necessary</p> <p>b) to ensure staff and governors can access areas of school used meetings</p> <p>c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>d) All areas of the school accessible</p>	<p>As required</p> <p>Complete Autumn term 2015</p> <p>Ongoing process</p> <p>Ongoing process</p>	<p>SENCO / classteacher</p> <p>Headteacher & Health & Safety Governor</p> <p>Headteacher</p> <p>Headteacher & Health & Safety Governor</p>	<p>All plans in place for children who have a disability , and all staff are aware of pupils’ needs.</p> <p>All staff & governors are confident that their needs are met</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school.</p>
<p>Ensure everyone has access to reception area</p>	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) check the outer door is wide enough for a wheelchair</p>	<p>Daily check to ensure the area in clear of obstructions</p> <p>Autumn term 2015</p>	<p>Site Supervisor / Health & Safety Committee/ HT</p> <p>H&S Committee</p>	<p>Visitors who have a disability feel welcome.</p>

	c) provision of appropriate seating	Seating in place Sept 2015	Headteacher H&S Committee	Visitors can sit down if waiting for reception.
Maintain safe access for visually impaired people	Check condition of yellow paint on step edges regularly Check exterior lighting is working on a regular basis Put black/yellow hazard tape on ramp / railings and play equipment to help visually impaired child	Ongoing checks October 2014 & when appropriate	Site Supervisor / Health & Safety Committee SENCO/Site Supervisor	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. Light to be fitted near front door. Child knows where equipment ends
Ensure all pupils, staff and visitors who have a disability can be safely evacuated	Ensure there are personal emergency evacuation plans in place where necessary. Ensure all staff are aware of their responsibilities in evacuation by being aware of personal plans. Ensure that all pupils who use wheelchairs are educated in the downstairs classrooms.	Spring term 2015 & when necessary Autumn Term 2015	SENCO or when necessary Headteacher to remind staff SENCO/Headteacher to remind staff to use a more appropriate classroom if this situation arises	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 pupils and visitors can be evacuated quickly and easily.
Provide hearing loops or appropriate equipment in classrooms to support pupils with a hearing impairment if necessary	Take advice from local authority on appropriate equipment if this becomes necessary	As required	Headteacher	All children have access to the curriculum

Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All pupils and visitor who have disabilities have safe independent exits from school
All staff aware of fire evacuation procedures and ensure all staff are appropriately trained	Rewrite fire evacuation procedures and ensure all staff are appropriately trained	October 2015	Headteacher	All aware of evacuation procedures

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings when necessary	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure classroom support staff have specific training on disability issues	Share information with all agencies involved with each child	In place September 2015	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include access for children with a disability when necessary	Spring term 2015	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time
Review curriculum areas and planning to include	Include specific reference to disability equality in all curriculum	Spring term 2015	SENCO & Headteacher	Gradual introduction of disability issues into all

disability issues	reviews			curriculum areas
Ensure children with a disability can take part equally in lunchtime and after school activities	Support would have to be available – especially after school.	As required	SENCO	Children with a disability feel able to participate equally in out of school activities.
Ensure ICT is appropriate for children who have disabilities	Review the accessibility of ICT in the classrooms using i pads Ensure that the computer suite has appropriate work place for wheelchair access	October 2015	ICT Coord & SENCO	Ensure adequate availability for I pads & wi fi equipment

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages	Plans for a welcome sign in reception – need to decide which languages to use.	Spring term 2015	Headteacher / SENCO	ALL people feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e g braille, other languages if necessary Translation Tool to be added to website to allow multi-lingual access	Annually Spring 2015	SENCO / Headteacher SENCO/Headteacher	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all

Monitoring

Consistency of implementation and impact will be monitored through:

- Governing Body of the Western Primary School
- Monitoring of any visitor related incidents by the Headteacher.

Review

Policy review will be lead by Headteacher October 2018

Signed:

Headteacher

Date:

On behalf of the Governing Body

Date: