

ACCESSIBILITY PLAN POLICY

Adopted	Review date
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The Accessibility Plan is structured to complement and support the school's Equality Objectives.

Weston St Mary CE 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.

The 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; 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 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.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

The Accessibility Plan for physical accessibility 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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Governing Body.

Aims and Objectives

- Increase access to the curriculum for pupils with a disability;
- Improve and maintain access to the physical environment.

Current good practice

We aim to ask about any disability or health condition when meeting with new parents and carers.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch time, break time, afterschool clubs and school trips. We need to be

considerate and mindful of the needs of pupils with social/interaction impairments, physical impairments and those pupils with medical needs. All parts of the school premises are accessible to disabled pupils.

Curriculum

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.

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 Audit

The school is a single storey building with wide corridors and several access points from outside. Relevant training is reviewed annually. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby which is fully accessible to wheelchair users. Disabled toilet facilities are available in the hygiene suite, which are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

Action Plan

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

Targets	Strategies	Timescale	Responsibilities	Success criteria
To ensure full access to the curriculum for all children	<ul style="list-style-type: none"> • Employment of specialist advisory teachers • A differentiated curriculum • The use of P levels to assist in assessing progress in different subjects • Trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from Occupational Therapy 	Ongoing	Teachers SENDCO Special school Ed Psych	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum
To finely review attainment of all SEN pupils	<ul style="list-style-type: none"> • SENDCO/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 promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing</p> <ul style="list-style-type: none"> • 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 • 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 • Share the successes of parathletes taking part in Paralympic sports events 	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

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

Targets	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, lighting, and colour schemes, and more accessible facilities and fittings	Ongoing	HT	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
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	With immediate effect to be constantly reviewed	Head Teacher SBM Occupational health	
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