

Witton-le-Wear Primary School.

Accessibility Plan.

2018-2021.

Witton-le-Wear Primary School has high expectations and ambitions for all of our children and we expect them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to a fully inclusive school. This Accessibility Plan identifies how the school meets the needs of disabled pupils in light of the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This plan is to be reviewed every three years by the Governing Body.

Definitions of SEND.

A child or young person has SEND if they have a learning difficulty or disability which requires special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of similar age, or

Has a disability which prevents or hinders him or her making use of the facilities of a kind generally provided for others of the same age in mainstream schools or colleges, (SEN Code of Practice 2014).

'Many children and young people who have SEN may have a disability under the Equality Act 2010 that is.....' a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day -to -day activities.'

The definition provides a threshold which includes more children than many realise 'long term' is defined as 'a year or more' and 'substantial' is defined as ' more than minor or trivial.' This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those

with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition,(SEND Code of Practice 2014).

The Equality Act 2010.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

They must not directly or indirectly discriminate against, harass or victimise disabled children and young people/

They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage occurring.

Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions they must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relationships between disabled and non-disabled children and young people.

They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.' (SEND Code of Practice 2014).

The duty covers discrimination in the provision of services and the provision of education, including admissions and exclusions, (SEND Code of Practice 2014).

This Accessibility Plan should be read in conjunction with:

The LA Admissions Policy

The School Prospectus

The Behaviour Policy

The Special Educational Needs Policy

The Local School Offer

All of our policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The Accessibility Plan.

All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they must publish accessibility plans....setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

' Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEN Code of Practice 2014).

The full range of needs and required support for all pupils identified as SEND Support or with a statement / EHC Plan will be considered on a termly basis. The discussions will involve staff, parents and children plus outside agencies where appropriate.

The plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Current Position.

Curriculum:

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the local Authority LA SEND team.
- Liaising with external services and agencies regarding individual pupils, (physical, sensory, learning, behaviour).
- Using specialist teachers to support learning and to give pastoral and inclusion support as / where appropriate.
- Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs.
- Ensuring that, where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers , etc.
- When required, to provide a bank of disability specific, specialist resources, available to support individual pupil needs.

- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Ensuring that parents / pupils are included in the target setting process, where this is appropriate.
- Using P Scales where appropriate to measure progress and achievement of individual pupils, and to facilitate the setting of individualised targets with an element of challenge.
- Encouraging the use of clear, well- presented visual aids and resources to support the learning of all pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Developing areas around school to further enhance and develop learning, e.g. wildlife area, growing area, soft outdoor play area, etc.
- Using a range of teaching methods and styles to facilitate access for all pupils: for example, appropriate use of language, questioning techniques, individual, pair and group work, visual /auditory / kinaesthetic approaches to learning.
- Using ability groups to target additional needs, with skilled TA's to support and extend learning.
- Buddy schemes to support all groups, including vulnerable children. Peer mediators from upper KS2 to support other pupils across the school.
- Giving inclusion a high priority at all times.
- Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted and valued as part of our school community.
- Development of mutual support and understanding between colleagues when working with children with disabilities.
- Targeted interventions to support emotional well-being where appropriate.
- Close working with the Virtual Schools team for Looked After Children as and where required.
- The use of Makaton to support and enhance learning , when and where appropriate.
- Asthma, diabetes and epilepsy training across staff with a high number of trained first aiders / paediatric first aiders across our school team.

Physical Access.

- The school buildings are accessible for pupils with physical difficulties. Despite some areas having steps for access there are alternative ramped access points which allow disabled access.
- The outside play areas are flat and almost completely accessible to wheelchair users.
- The pathway to the main school entrance was designed to be DDA compliant when it was built in 2006.
- The main entrance communication system is placed at an appropriate height to enable disabled / wheel chair users to access this facility.
- Wheel chair access is available to buildings that are used day-to-day. Ramped access is available from our EYFS area and from the Class 3 exit onto our patio area. Our newly devised Nursery entrance has been specifically designed and ramped to allow ease of access for wheelchairs as well as push chairs, etc.
- Parking spaces for disabled persons have a flat access pathway leading to the main school entrance.
- Alternative, ramped, flat access is available for wheel chair users to access our main school yard.
- Our single main entrance access door was fitted in 2015 and this is wide enough for appropriate and suitable wheel chair access.
- Space for small group work and individualised targeted support is available within school. Our provision has been enhanced and further developed in Summer 2016 by the creation of a small classroom area within our school hall.
- All children's work is shown and valued across the school by the use of displays.
- The outdoor learning environment is being continually developed in order to further enhance pupil's health and well-being.
- Access issues will take priority in any future adaptations and improvements to the school's learning environment. Most recently this has been the case with our newly established Nursery In September 2018 where our entrance and access point to this area has been gently ramped / sloped to allow access by wheelchairs, pushchairs, etc.

Information Access.

- Visual timetables and information supported by signs /symbols for targeted pupils as and where appropriate, e.g. Makaton signs available within main classroom and hall areas for to aid child with SEND and encourage all children to use this communication format.
- Documents can be reprinted in a variety of languages and formats through our LA school support service in order to improve ease of access to information for parents / visitors if the need arises.
- Home/school books to be used, where appropriate, to ensure effective communication on a variety of issues.
- Parents have access through our school website to a wide range of policies and school documentation. This information is regularly reviewed and updated.
- Atext messaging service / e mail service is available to parents through our specific school based system called Teachers 2 Parents.
- Our school telephone APP is readily available for improved communication purposes with parents.

Action Plan Outlining Approaches / Activities Designed To Increase Access For Pupils With SEND To The Curriculum. The Physical Environment And To Information.

Intended Outcomes	Actions Required	Person(s) Responsible Resources required.	Timescales	Strategies / Intended Impact.
To ensure that all staff continue to have a clear understanding of the SEND Code of Practice 2014.	Lead training for SEND coordinator to be regularly updated to ensure relevant and thorough knowledge of the Code of Practice 2014. SENDCo to deliver staff training on SEND issues as and where needed to class based staff	SEND lead to attend relevant LA training when / where available. Strategic Lead SENCo training and attendance at cluster support meetings. Training time to be available for SEND lead to support and deliver training to other staff when and where appropriate.	Training as dates are available on an ongoing basis. March 2017. Inset training timetable on a termly basis where required.	Sound working knowledge of 2014 Code of Practice by SEND lead. Improved and consistent knowledge across staff concerning SEND Code of Practice and associated issues.
To ensure that staff are trained to support children with specific medical conditions.	Training to be organised and delivered to cover: Asthma Epilepsy Epipen (all reviewed on a regular basis).	HT / SENCo to organise training as and when required	Ongoing training outlined in medical training file in main school office. Administration of medicines last undertaken during November 2018.	Individual children's medical needs to be catered for effectively within school setting where need arises.

Intended Outcomes	Actions Required	Person(s) Responsible Resources Required	Timescales	Strategies / Intended Impact.
To ensure staff are trained on annual basis in order to administer medicines to children.	Ensure that annual training is organised and structured.	Ht / SENCo to oversee and coordinate medicines training.	Undertaken on annual basis - see school medical training file in office undertaken in Nov 2018.	Training delivered annually in order to increase staff skills,

<p>To keep information contained on school website up to date and relevant in relation to accessibility planning</p>	<p>HT to ensure that website coordinator is given regular release time in order to be able to keep Accessibility information updated on the school website.</p>	<p>HT to oversee Website coordinator</p>	<p>Annual and termly overview of website content regarding accessibility. Updates to be undertaken on a needs driven ongoing basis.</p>	<p>Accessibility information to be up to date , clear and meaningful to parents and the wider community.</p>
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Intended Outcomes	Actions Required	Person(s) Responsible Resources Required	Timescales	Strategies/ Intended Impact.
<p>To develop specific resources as and when required in order to best support specific learning or medical needs that individual children may have.</p> <p>To ensure that any future building works or grounds improvements support the needs and requirements of children with specific SEND requirements.</p>	<p>To discuss the needs of individual children as the need presents itself and to purchase / produce specific resources as identified to meet these needs in the best way possible.</p> <p>When undertaking building or grounds works we will consider elements such as wall colourings, carpet colours, use of space for pupil movement, etc. when making strategic decisions.</p>	<p>HT to oversee whole process- working closely alongside individual class teachers / TA's to match resources to pupil needs.</p> <p>HT liaising with SENCo and outside agencies as building improvements are being structured and considered.</p>	<p>Ongoing process which will be developmental as we respond to individual circumstances which may present themselves at specific times.</p> <p>On an ongoing needs basis.</p>	<p>Use of budget to target resource needs for groups of children or individuals on a needs basis in order to close gaps in attainment or progress with identified children.</p> <p>To ensure that our physical building takes account of / matches individual SEND needs</p>

To ensure that information requested by parents can be provided in different formats, languages and styles to match needs.	School to liaise with LA support team when situations arise which necessitate providing school information in different formats.	HT / school clerk to liaise with relevant LA personnel when this specific need arises.	Needs driven ongoing basis.	To produce Information in different formats upon request to assist ease of access for individuals.
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This Accessibility Plan will be reviewed and updated as and when required, but no later than Summer Term 2021.

Mr M Stephenson Head teacher

Mrs J Routledge Governor Representative.