

WHITGREAVE PRIMARY SCHOOL

Accessibility Plan



Mrs Redfern - Head Teacher

"Pupils are safe and very well cared for in this harmonious and secure environment.
Everyone is valued and treated with respect".

OFSTED, 2015.

Context

Whitgreave Primary School is a 2 form entry school, with a 60 place Nursery and provision for Time 4 Twos. The majority of pupils come from a white, British background, although a number of other minority ethnic groups are represented in the school, the largest of these being pupils of mixed heritage. The % of EAL pupils within school is also increasing. Currently, the total percentage of SEND pupils is 24%, with 9 EHCPs. (IDSR Data 2020 - 16.3% SEN support, which is above National). The school's location deprivation indicator is in quintile 5 (most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation. (IDSR 2020).

Rationale

Accessibility Planning Schools and LAs need to carry out accessibility planning. Accessibility plans in schools are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to disabled pupils;
- Increasing the extent to which disabled pupils can participate in the curriculum.

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training.

Our Vision and Aims

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. At Whitgreave, the Plan will be monitored by the Head Teacher and SENDCO and evaluated by the relevant Governors' committee. It will also be published on the school website.

We aim to ask about any disability or health condition in early communications with new parents and carers. We have an admissions policy and criteria, which is available to view on our website, and seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school as our mission statement states. We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and nonteaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

The Current Range of Disabilities within Whitgreave Primary

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, Cerebral Palsy and other serious medical conditions. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents. We have a few children who have medical needs and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff, on the staff noticeboard. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Definition of disability

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. [GOV.UK - Equality Act 2010]. This policy should be read in conjunction with the Schools Equality Policy.

Improving the physical environment of schools

The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture.

Improvements to physical access includes ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems.

The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities.

Physical aids to access education covers ICT equipment, desks, chairs, writing equipment, science equipment, e.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils - such as hand-outs, timetables, textbooks, information about school events - available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication.

Reasonable adjustments

Factors a school may consider when assessing the reasonableness of an adjustment, may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will play a major part in determining what is reasonable. For example, a small rural primary school may not be able to provide specialised IT equipment for any disabled pupils who may need it and it

may not be reasonable for the school to provide that equipment. On the other hand, a much larger school might reasonably be expected to provide it.

The guidance states that many pupils with a disability will have an EHCP and auxiliary aids provided by the LA and so may not require anything further. However, if the disabled pupil does not have a statement (or the statement doesn't provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Dyslexia Friendly Status

The British Dyslexia Association's (BDA) defined Dyslexia as: Dyslexia is a learning difference, a combination of strengths and weaknesses which affect the learning process in Reading, Spelling, Writing and sometimes Numeracy. People with Dyslexia may also have accompanying weaknesses in short term memory, sequencing and the speed at which they process information. These are skills that everyone needs if they are to learn and work effectively.

Being a Dyslexia friendly school not only helps us to meet the needs of Dyslexic pupils, but also the needs of pupils who have delayed Literacy skills. Indeed, evidence suggests that all children who are taught using Dyslexia friendly methods are able to benefit and that, in essence, more children are able to benefit when Dyslexia friendly methods are adopted throughout school. We also recognise that a child's self-esteem and confidence goes hand in hand with successful learning and behaviour. Therefore, our children are made aware of Dyslexia via assemblies, PSHE and National Dyslexia Week. Furthermore, we hold a 'Dyslexia Day' once a term. Positive role models are continually discussed around school.

In classrooms, you will find an Additional Needs Folder which contains any information you will need to know about our pupils who are Dyslexic, or show some Dyslexic tendencies. This is updated on a regular basis by the SENCO, in conjunction with the Class Teacher.

Here at the Whitgreave Schools, we believe in educating and supporting our Teachers, Teaching Assistants, Parents and Governors on the signs of Dyslexia and how best to support our pupils with these tendencies within all of their lessons. We have a clear Referral Pathway to route concerns - this can be discussed in further detail with any

member of staff. For further information, please see our individual subject policies and the Dyslexia Friendly Policy.

School Development Plan

At Whitgreave Primary, accessibility is of high importance. For this reason, 'accessibility' and the 'learning environment' have been included as a Key Issue of the School Development Plan. Please see a member of the SMT if you wish to discuss this further.

Accessibility

Whitgreave Primary School will comply with the Building Regulations and the School Premises Regulations 2012 and should be physically accessible to disabled pupils. We will plan to:

- Increase the extent to which disabled pupils can access the school curriculum;
- Improve the physical environment of the school to increase the extent to which disabled pupils can access education and associated services;
- Improve access to written information which is provided to disabled pupils.

This will be done within a reasonable period of time and in formats which take account of the views expressed by the pupils and parents / carers about their preferred means of communication. We will review our accessibility targets at least every three years. The targets can be found below.

ACCESSIBILITY ACTION PLAN

This accessibility plan has been drawn up in consultation with the governors and staff of the school sets out past and future planned action. It is reviewed annually, and refreshed every four years in line with the Single Equality and Diversity Policy and Objectives.

At Whitgreave Primary School, we are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The following areas form the basis of the Accessibility Plan with relevant actions to:

- Increase access to the curriculum, incorporating after school and out of school activities including educational visits;
- Improve access to the physical environment of the school;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Single Equality and Diversity Policy and Equality Objectives;
- Health and Safety Policy and Procedures;
- Policies and Procedures related to Safeguarding;
- SEN and Inclusion Policy;
- Behaviour Management Policy;
- School Improvement Plan;
- Asset Management Plan;
- Policy for Educational Visits.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school learning platform, newsletters, staff meetings and governors' meetings	Questionnaires about parent staff and governor awareness of Equality Scheme in annual surveys	HT	Parent newsletter each term Staff meetings Spring Governors meeting	Parents, staff and governors show awareness through survey
All	Monitor and analyse pupil achievement by race, gender, ability and disability. Act on any trends or patterns in the data that indicate a particular group/individual needs additional support	Data analysis (termly)	HT and SMT	Termly	Analysis of teacher assessments show all groups are making expected progress
All	Ensure that the curriculum promotes activities reflecting the school's diversity in terms of race, gender, ability and disability	Increase in pupils' participation, confidence and achievement levels	Phase Leaders	Ongoing	All children are positively engaged in activities. Teachers' plans show appropriate activities and resources
All	Ensure that the gifted and talented register is representative of all groups of children	Gifted and Talented register monitored by race, gender and disability	G and T Coordinator	Termly	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity

All	All Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, ability, disability, faith and religion	Increase in pupil participation, confidence and positive identity - monitor through PSHE	Class Teachers	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council class assemblies, fund raising etc	School council representation monitored by race, gender, ability and disability	Member of staff leading on School Council	Ongoing	More diversity in school council membership
All	Ensure that information from school is being successfully communicated to all	Analyse attendance at clubs, assemblies, open evenings etc	HT	Ongoing	Parents/carers respond to letters, text messaging
Disability Equality	Publish the Accessibility Plan	Accessibility plan available on Learning Platform and hard copy is included in the school	HT	Annually	Accessibility plan in place
Disability Equality	Training for key school staff from Penn Hall Outreach Service	Staff confidently teach and support children with disabilities	HT	Ongoing	Children with disabilities access the curriculum fully
Disability Equality	Review Personal Evacuation Plans for children with physical disability	All staff are aware of what to do in the case of evacuation	HT	Annually	PEPs are followed in termly fire drills
Disability	Ensure that all aspects of the curriculum, including	Children with disabilities participate	HT	Ongoing	Children with disabilities are

Equality etc	educational visits and journeys; lunchtime activities; PE and dance and assemblies are accessible to all children with a disability	fully in all aspects of school life			represented in after school clubs, school council, sports days
Disability Equality	Distribute questionnaires to parents/carers, staff and governors	School is able to respond to the needs of children, staff, parents/carers and governors with disabilities	HT/SMT	Ongoing	Actions are identified in terms of building maintenance, recruitment and curriculum
Disability Equality	Continue to provide 1:1 support for children with disabilities	Daily sessions in place to carry out work on IEP	e.g physiotherapy SENCO	Ongoing	IEP targets are being achieved
Race Equality	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing Body/Local Authority on a termly basis	The HT/Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	HT/ Governing Body	Termly	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body

Race Equality	Duty Actively encourage parents/carers from BME groups to participate fully in the life of the school	Proportion of parents/carers from BME groups on Governing Body, accessing parent groups, attending parents open days is representative of school population(analysis of attendance at parents evenings and other school events	HT/SMT	Ongoing	High representation evident
Gender Equality	Ensure that a range of extracurricular activities are available that appeal to both boys and girls	Analyse take up of places in terms of gender	Extended Services Lead	As clubs change	Take up of places is representative of school population