

Westbourne Primary School



Accessibility Plan

Approved by: Governing Body
Approval Date: Spring 2015
Due for review: Spring 2017

Westbourne Primary School Accessibility Plan – February 2015

At Westbourne Primary School we are committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

- a. Increasing the extent to which disabled pupils can participate in the school's curriculum
- b. Improving the physical environment of the school
- c. Improving the delivery to disabled pupils and parents of information, which is already in writing to pupils who are not disabled.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Government's commitment to preventing discrimination is demonstrated by :

- Disability Discrimination Act 1995
- Special Educational Needs and Disability Regulations 2014

In summary it is unlawful to discriminate, without justification, against disabled pupils in school life and schools are encouraged to go beyond mere compliance and work towards eliminating discrimination altogether.

All schools must ensure that disabled pupils are not treated less favourably and must take REASONABLE steps to avoid putting disabled pupils at a substantial disadvantage. This is known as the 'Reasonable Adjustments duty'.

Summary of Aims

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education and associated services provided by the school
- To improve the delivery to disabled pupils of information which is already provided in writing to pupils who are not disabled

Planning Group

The school has established an Accessibility Planning Group (APG) comprising:

Headteacher: Steven Potter

Governor Representative: Frank Wright

SENCO: Laura Sibley
Premises Manager: Nick Bailey

Function of the Accessibility Planning Group

- To audit existing provision and achievements
- To set goals and targets
- To consult on the plan
- To publicise the plan
- To implement the plan
- To evaluate and ensure the future of the plan

Consideration will be given to :

- Preparation for entry into the school
- The curriculum- teaching and learning and supplementary activities
- Classroom organisation
- Timetabling and grouping of pupils
- Homework
- Access to school facilities
- School sports
- School policies
- Breaks and lunchtimes- including the serving of meals
- Interaction with peers
- Assessment and examination arrangements
- School discipline and sanctions
- Exclusion procedures
- School trips, clubs and activities
- Arrangements for working with outside agencies e.g. occupational therapy
- Preparation of pupils for the next phase of education- transfer to secondary school

1. Audit of existing achievements and provision

- **Curriculum**
 - Data obtained on future pupils to facilitate advanced planning- includes pupils entering the Foundation stage and those transferring from other schools
 - Established procedures for the identification and support of pupils with Special Educational Needs
 - Detailed pupil information given to all relevant staff
 - Regular home/ school liaison
 - Differentiated curriculum to enable all pupils to feel secure and make progress
 - Learning support assistants deployed to cover a range of curriculum needs e.g. speech and language, occupational therapy, literacy and numeracy.
 - Special considerations for pupils taking part in tests e.g. adult readers provided for mathematics and science

- Strong links with outside support agencies e.g. educational psychologist, speech and language therapy , school nurse
- Consideration of children’s preferred learning styles

- **Physical Environment**
- School building accessible to all; no interior steps
- Adult disabled toilet adapted to suit children who require this.

- **Information**
- Provision of information to pupils with a disability – this is currently provided by offering one-to one explanations to pupils and their parents. If necessary, information could be made available in a range of formats
- Where necessary, meetings can be arranged to ensure that parents have access to information to enable the pupil to participate fully in the life of the school.

2. Consultation on the Plan

Issue draft plan for all staff and governors to comment

3. Publicise the plan

Ensure the full plan is available on request in a variety of formats e.g. via website.

4. Implementation

Implement the plan by allocating adequate resources in financial planning.

5. Evaluation of the Plan

Consider :

- Audit on the main curriculum areas
- Observable changes in staff confidence in teaching and supporting pupils with a disability / range of needs
- Evidence of the greater involvement of disabled pupils in the life of the school
- Progressive improvements to the physical environment of the school
- Information for pupils and parents available in a range of formats

6. Ensure the future of the Accessibility Plan

The plan should become less of an independent strategy and more of a thread running through all the school's plans and policies including :

- Plans related to capital works and premises management
- Curriculum
- Information technology and support services
- Staff training and associated services
- Become an integral part of the school development

Date:- 3/2/2015

Focus	Available resources	Activity	Recipients	Timescale and cost	Success criteria	Monitored by	Evaluation and impact
Curriculum Accessibility Increase awareness and understanding	Staff Development budget	Staff training as requested/required to suit needs of children in each class, for example Makaton training. Use of Novio SEN hub support to suit specific needs	All teaching staff	Ongoing	All staff will have enhanced understanding and be confident in teaching children regardless of need.	SLT/SENCo	
Diagnosis of disability	Access to external support as appropriate	Access to specialist advice. Ensure information is given to all relevant staff. Member of staff responsible for monitoring these pupils.	All staff in contact with these pupils, SENCo.		All staff working with pupils have necessary information. Member of staff designated.	SLT/SENCo	
Ensure full access to curriculum at appropriate level	SEN Budget /Staff C PD	Learning differentiated in pace, style and content . Consistent and structured approach to classroom management by all staff. Enhanced pastoral support. Regular home/ school liaison.	All teaching staff and learning support assistants, Midday supervisors, parents, carers		Suitable learning activities Pupils secure in school and making progress. Close two-way relationship with home.	SLT/SENCo	

Physical Environment

Standard	Available resources	Activity	Recipients	Timescale and cost	Success criteria	Monitored by	Evaluation and impact
Respond to relevant needs as they arise.	Capital expenditure	Arrange meetings with relevant parents and advisory bodies Currently consideration required for possible adaptation of ks1 toilets to provide disabled access nearer to the classrooms.	Appropriate users	Ongoing	All reasonable adjustments will be made in order to provide accessibility for all children/adults in school	Premises manager and HT	
Ensure all future projects cater for appropriate access and use	Capital Expenditure	Planning		Ongoing	Access will be considered in all future projects.	Premises manager and HT	