

Wilson Primary School Accessibility Plan 2016-2019

Vision statement

At Wilson Primary School our ethos and values reflect our commitment to a school where there are high expectations for the welfare and opportunity for everyone to access the premises in a safe and secure way. By enabling this to happen, we are positively promoting the opportunity for all children to be successful learners and for visitors, staff and parents of the school to be considered for positive inclusion.

This Accessibility Plan reflects the vision and values that are fundamental to the inclusive environment and teaching that is promoted on a daily basis at Wilson Primary School. The 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.

Legislation

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Objectives

The purpose of the plan is to identify (through audit) actions that are required to enable the school to fully meet the objectives set out below. It determines 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 relates to the key aspects of physical environment, curriculum and written information.

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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 or auxiliary 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.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Curriculum Policies
- Lock Down Procedure
- Health & Safety Policy

- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

Responsibility for implementation

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which 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. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Information shared by external partnerships such as specialist advisors and local authority personnel may be used to develop and implement the plan further during the timescales provided. If this is the case, adjustments to the plan may be necessary prior to completion date.

The Accessibility Plan will be published on the school website and it will be monitored through the Governing Body. If an issue is raised in relation to the plan, concerns should be raised with Head Teacher in the first instance. Any further complaints should be addressed to the Governing Body.

The plan may be monitored externally by Ofsted during inspection processes.

Approved _____

Date _____

Aims and objectives

Aim 1: Increase access to the curriculum for pupils with a disability

Current good practice at Wilson Primary School	Disabled pupils participate in extra-curricular activities. Some aspects of these can present particular challenges, for example, lunch and break times for pupils with social and interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are very few parts of the school to which disabled pupils have limited or no access at the moment, following on from the recent building redevelopment.			
Objectives	Strategies	Success Criteria	Person responsible	Date to complete actions by
<p>To ensure the school develops children's awareness of disability.</p> <p>To ensure pupils have full access to trips and extra-curricular activities</p> <p>To ensure staff are appropriately trained</p>	<p>Children are taught positively about diversity in our school community and are valued for all strengths.</p> <p>Resources are carefully chosen to support the curriculum that include positive images of people with disability and different, use resources that support access to the curriculum through adaption and personalization ie use of iPad for visual impaired child</p> <p>Creative curriculum is established and planned tasks to enable children to access through QFT considering individual needs</p> <p>Risk assessments are conducted using EVOLVE prior to trips and residential experiences</p>	<p>Children feel valued and included in the school community. Contributions are shared openly and honestly.</p> <p>Range of resources are accessible and represent a wide variety of lives</p> <p>Tasks and activities are differentiated well taking into account a variety of learning styles and needs</p> <p>Risk assessments appropriately matched to trips and residential experiences</p>	<p>Teaching staff</p> <p>SENCO</p> <p>Senior leaders</p> <p>Governors</p> <p>Office staff</p>	<p>Ongoing</p>

	<p>Plan trips and activities taking into account the needs of individual children.</p> <p>School minibus has facility to support access on trips for children with disability or impairment</p> <p>Provide support for pupils to ensure they can access out of hours activities</p> <p>Ensure that staff are able to identify and cope with children with disabilities such as dyslexia, ADHD, diabetes etc.</p> <p>Ensure TAs have access to specific training for disability issues.</p> <p>Ensure that all staff can differentiate the curriculum and are aware of SEN resources.</p>	<p>All children are welcomed to participate on school trips</p> <p>Trips accessible for all</p> <p>Attendance and collection procedures in place for safe attendance to activities</p> <p>Training and support given to staff to develop understanding of disabilities</p> <p>Range of high quality resources used to support inclusion</p>	<p>Staff</p> <p>SENCo</p> <p>Minibus drivers</p> <p>SENCo</p> <p>Staff</p>	<p>Ongoing</p>
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Aim 2: Improve and maintain access to the physical environment

<p>Current good practice at Wilson Primary School</p>	<p>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. Other issues affect the participation of disabled pupils, for example, bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled pupils, in effect all the school's policies and procedures, written and unwritten</p>			
Objectives	Strategies	Success Criteria	Person responsible	Date to complete actions by
<p>To provide appropriate access to all users</p> <p>To ensure that disabled adults are considered equally with others for posts in the school</p> <p>To improve signage</p>	<p>Seek information on the needs of users and pupils</p> <p>Provide aids for those who are visually impaired – eg. mark edge of steps</p> <p>To welcome all applicants for teaching and TA posts</p> <p>To encourage all members of the community to consider becoming a Governor</p> <p>Put up clear signs in the entrance and other areas – in different languages and formats</p> <p>Ensure that all disabled pupils understand fire notices</p>	<p>The needs of the school community are identified and shared with relevant staff</p> <p>Learning aids are used and maintained in the school environment</p> <p>Open application procedure in place</p> <p>Signage is kept updated and in good condition</p>	<p>Staff</p> <p>Caretaker</p> <p>Senior leaders</p> <p>Governors</p>	<p>Ongoing</p>

Aim 3: improve the delivery of written information to pupils and parents

Current good practice at Wilson Primary School	Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.			
Objectives	Strategies	Success Criteria	Person responsible	Date to complete actions by
<p>To enable improved access to written information for pupils, parents and visitors</p> <p>To review children's records ensuring school's awareness of any disabilities</p> <p>To increase support for parents of children with a disability</p>	<p>Ask parents/carers about access needs when a child is admitted to the school.</p> <p>Range of communication methods used by school to contact parents such as text messaging</p> <p>SEN Information report available of school website</p> <p>Encourage parents of children with a disability to support their children's education and are aware of support that is available through Reading Services Guide and Locality Teams</p>	<p>Applications to nursery and school request necessary information</p> <p>Letters available in variety of formats and languages where possible. Communication reminders via text systems</p> <p>Parents aware of the support available in the local community</p>	<p>Staff</p> <p>Caretaker</p> <p>Senior leaders</p> <p>Governors</p>	<p>Ongoing</p>

Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Buildings (storeys)	<p>Multiple buildings on single site; 2 buildings with classrooms for general access over 2 storeys. Small facility building on school field.</p> <p>Additional single storey building with stairs (small upstairs areas accessible to staff only)</p>	<p>General maintenance of the site and prompt repair when required</p> <p>Reporting of state of repair by staff, repairs prioritised by caretaker and business manager.</p> <p>Regular H&S audit with monitoring</p>	<p>Staff</p> <p>Caretaker</p> <p>Senior leaders</p> <p>Governors</p>	Ongoing
Corridor access	<p>Long and wide straight corridors in North and South buildings for easy access to classrooms.</p> <p>Cloakroom areas in shared rooms between general classes enabling unhindered access in corridors.</p>	<p>Staff to ensure the areas are accessible and clear of obstacles</p>	<p>Staff</p> <p>Caretaker</p> <p>Senior leaders</p> <p>Governors</p>	Ongoing
General areas	<p>One large school hall housed in the North building ground floor and accessible to all</p> <p>Smaller drama studio on ground floor of South building, and other specialist rooms in both buildings with appropriate flooring</p>	<p>General maintenance of the site and prompt repair when required</p> <p>Staff to ensure the areas are accessible and clear of obstacles</p>	<p>Staff</p> <p>Caretaker</p> <p>Senior leaders</p> <p>Governors</p>	Ongoing

	Both buildings have a large open plan central space, housing libraries, computer hubs and group break out space.			
Lifts	Internal lifts available in both buildings (key operated and training for usage) and capable of conveying a large wheelchair External lift to access the North building	Where required, staff trained to use lifts following risk assessment	Staff Caretaker Senior leaders Governors	Ongoing
Parking bays	Designated parking for staff in secure parking area adjacent to the school field Small parking area (4 cars) with single disabled space attached to South building Facilities to store bikes and other personal wheeled toys	Maintenance of car parking responsibility of school	Staff Caretaker Senior leaders Governors	Ongoing
Entrances	Main reception area accessible from the street with secure entrance system. Internal and external doors on fob access only. Entrance doors vary in width, but some have double width for accessibility. Additional entrance from small car park for staff only into South building lower floor. Additional entrance for food deliveries on North building Numerous exit points for the pupils to access the outside at appropriate times	Entrances are clear and well signposted. Fire exits clear and well signposted	Staff Caretaker Senior leaders Governors	Ongoing
Ramps	Ramp access for South building through the Foundation Stage playground. Secure gate leading	Ramps in good condition and repaired if necessary	Staff	Ongoing

	<p>to door into South building.</p> <p>Ramp access to side of North building into dining area.</p> <p>Ramp access to Reception classroom, single storey building</p>		<p>Caretaker</p> <p>Senior leaders</p> <p>Governors</p>	
Toilets	<p>Pupil toilets (male/female) on staircases and lower floors in buildings.</p> <p>Foundation stage toilets (unisex) accessible from the classrooms</p> <p>Adult toilets (gender non-specific) available in both buildings, including 1 disabled toilet in North and South buildings. Both have pull emergency cords and handrails fitted and include nappy changing facilities if required. Wet room shower in South building disabled toilet.</p>	Toilets well maintained and clean	<p>Staff</p> <p>Caretaker</p> <p>Senior leaders</p> <p>Governors</p>	Ongoing
Reception area	<p>Reception area in spacious and light facility. Reception staff housed behind a low working counter and 2 members of staff on duty at peak times.</p>	Suitable area for reception staff	<p>Staff</p> <p>Caretaker</p> <p>Senior leaders</p> <p>Governors</p>	Ongoing
Internal signage	<p>Key signage carries school logo and written in clear font.</p> <p>All necessary health and safety signage in place</p>	Regular Health and safety audit	<p>Staff</p> <p>Caretaker</p> <p>Senior leaders</p>	Ongoing

			Governors	
Emergency escape routes	<p>Clear signage for emergency exits and regular emergency evacuation drills in place.</p> <p>Alarm systems for evacuation and lock down procedures in place and checked</p> <p>In the event of an emergency call buttons for disabled persons are fitted at the top of internal staircases.</p>	<p>Regular testing of alarm systems with fire drill and lock down procedure</p> <p>Change the drill routes to encourage staff to consider alternative route in an emergency</p>	<p>Staff</p> <p>Caretaker</p> <p>Senior leaders</p> <p>Governors</p>	Ongoing