

WEXHAM COURT PRIMARY SCHOOL

Accessibility Plan

2018- 2021



Date Approved:	Autumn 2018
Date for Review:	Autumn 2021
Responsibility:	Full Governing Body or Head Teacher
Approved By:	Full Governing Body & Head Teacher

WEXHAM COURT PRIMARY SCHOOL

ACCESSIBILITY PLAN

Introduction

The school has a responsibility not to discriminate against any pupil, visitor or member of staff because of a disability. Within reasonable bounds of practicability and cost, every effort is made to ensure that the premises are accessible to disabled people. The school makes every effort to ensure that no disabled person is in any way disadvantaged while on the school premises.

The SEN and Disability Act 2001 extended the Disability Act 2005 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

How the School Will Manage Disabled Access

- The school is aware that anyone may present a disability at some time.
- The school will seek to promote positive attitudes to disability by modelling respectful attitudes; by ensuring representation of disabled people in senior positions in the school; by using positive images of disabled people in books and other materials
- When pupils/staff/volunteers join the school, information will be gathered and treated confidentially for the purpose of making appropriate, beneficial adjustments to promote and secure disabled access. Information also needs to be gathered with respect to staff and pupils who currently work and attend the school.

- The school will endeavor to ensure that disabled people are not treated less favourably for reasons connected with their disability.
- School facilities are checked regularly to ensure that they are accessible to people with disabilities.
- The school seeks for opportunities for improvement of disabled access during routine maintenance work.
- When school refurbishment is planned the needs of disabled people are accommodated in the design e.g. doors in Key Stage Two and refurbishment of toilet facilities in 2007/08.
- Additional consideration is given to the requirements of pupils with special educational needs e.g. classroom equipment/resources.
- Consideration is given to the ways in which written information is presented.
- Cleaning and maintenance works are carried out when the fewest people are in the building and signs are used to warn of hazards.
- Consultation and discussion are held with disabled representatives.

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Vision and Values

Wexham Court Primary School aims to identify and eliminate barriers that prevent disabled pupils from participating in all aspects of school life and enjoying making the progress of which they are capable in every subject.

Information from pupil data and school audit

There are currently 81 pupils in the school who have a disability which is recorded by the SENCo on a 'Special Educational Needs Register'. (July 2018)

The current range of disabilities recorded on the register is as follows: Cognition and learning difficulties, behavior, emotional and social difficulties, communication and interaction, sensory and physical needs.

At present, it is the role of the SENCo to liaise with the child, the parents and relevant outside agencies to collate information regarding the pupil's disability and the measures school should take to support the pupil and to ensure that the pupil has access to all aspects of school life. The SENCo shares this information with the class teacher who is then responsible for ensuring that agreed measures are put in place for the pupil and regular feedback is given to all concerned at designated review meetings.

The level of staff awareness of what the DDA requires of them needs continuous up- dating along with training in monitoring the effectiveness of the support provided for disabled pupils and the pattern of their participation in the life of the school, e.g.

- patterns of attendance/exclusion/sanctions/rewards

- parts of the curriculum/school environment to which disabled pupils may have limited access

- the impact on disabled pupils of the way the school is organised (policies, practices, procedures).

In other words, teachers who are responsible for pupils who have a disability, need to be evaluating and analysing the outcomes for their disabled pupils on a regular basis.

Views of those consulted during the development of the plan (*to be collected*) The main priorities in the school's plan

1. Increased access to the curriculum for disabled pupils

- To provide training for all staff in raising the awareness of what the DDA requires to enable them to identify barriers to inclusion by disabled pupils – *this will be an ongoing priority so that the school is able to ensure that new staff have received the relevant CPD to provide suitable access arrangements of the children that they teach.*
- To review the accessibility of the curriculum by disabled pupils subject by subject (in line with the content of the School Development Plan) and discuss ways in which adjustments can be made – *this will be an ongoing priority to ensure that our new Enquiry curriculum is accessible for all children.*
- To add adjustments for individual pupils in curriculum planning – *we have worked well to meet the needs of our disabled pupils so that they are able to access the curriculum.*
- To incorporate accessibility considerations into curriculum development – *this will be an ongoing priority to ensure that our new Enquiry curriculum is accessible for all children.*
- To review the responsibilities of subject leaders – *this will be an ongoing priority so that Subject Leaders continuously receive relevant CPD, especially as the staff and pupils change.*
- To review the role of teaching assistants – *this will be an ongoing priority so that TAs continuously receive relevant CPD, especially as the staff and pupils change.*

2. Improvements to the physical environment of the school to increase access to education and associated services at the school

- To provide small learning areas where groups and individual pupils may work without the distraction of a whole class – *where necessary, this has been well implemented.*
- To provide appropriate resources, equipment and materials that display disabled role models – *this will be an ongoing priority.*

3. Improvements in the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled

- To identify barriers by considering individual pupils and the information the school provides for pupils i.e. homework; timetables; worksheets; teacher feedback; marking; notices; tests/examinations (These types of information are normally provided in writing).— *where necessary, this has been well implemented.*
- To plan to make information available in different formats such as: audio aids i.e. on line media, computer applications and CD/DVD; enlarged print; Braille; simplified language; picture/symbol language; a pre- printed sticker can help dyslexic pupils who find it hard to scribe homework tasks from the whiteboard. – *we have used a variety of resources to make information more accessible, such as coloured overlays and picture languages, however, with the new staff arriving, this will be an ongoing priority.*
- To keep an open mind about formats and discuss preferences with pupils and their parents. – *this will be an ongoing priority as it is important for a disabled pupils new teacher to meet with parents and discuss any changes in previous preferences.*

This is a true version signed by

Mr J. Reekie, Chair of Governors

Signed:

Date:

Miss N Mehat, Headteacher

Signed:

Date:

Review date: