

WEXHAM COURT PRIMARY SCHOOL

Accessibility Plan

2020- 2023



Date Approved:	Spring 2020
Date for Review:	Spring 2023
Responsibility:	Full Governing Body or Head Teacher
Approved By:	Full Governing Body & Head Teacher

WEXHAM COURT PRIMARY SCHOOL

ACCESSIBILITY PLAN

1. Aims of the plan

The purpose of this plan is to show how our school intends to continue to increase accessibility to the curriculum, the physical environment and written information, so that all pupils with a disability can take full advantage of their education and associated opportunities within the school community.

2. Objectives of the plan

- To ensure all disabled pupils are fully involved in school life and are making good progress.
- To identify barriers to participation and find practical solutions to overcoming these.
- To work with disabled pupils and their parents/carers to create appropriate provision, including education health and care plans where relevant.
- To increase the confidence, sensitivity and expertise of staff when teaching or supporting a wide range of disabled pupils.
- To meet the requirements of the Equality Act and the SEND code of practice in respect of disabled pupils.

3. The Equality Act 2010

3.1 Compliance with the Equality Act is consistent with our school aims and Equality and Diversity Policy, as well as our SEND Policy.

3.2 The Governing Board has full regard to the Equality Act 2010 when carrying out their duties and responsibilities.

3.3 All those who work in the school as employees or volunteers recognise their duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in admissions or exclusions, or in the provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

4. Key Staff and Governors

4.1 The member of the Senior Leadership Team with oversight of special educational needs and disabilities is Aruna Sharma.

- 4.2 The lead member of staff is the SEND co-ordinator, Aruna Sharma, who is responsible for:
- The special needs register.
 - The welfare of all SEND pupils.
 - Appropriate training for staff.
 - Ensuring that the accessibility plan is implemented.
 - Monitoring its effectiveness in meeting disabled pupils' needs.
- 4.3 All teaching and support staff involved in the teaching and learning of SEND pupils receive regular specialist training as part of our CPD programme.
- 4.4 An appointed Governor is responsible for ensuring that the Governing Board has a termly update on SEND pupils at the Full Governing Board meeting and an annual report on the improvements achieved for disabled pupils under the accessibility plan.

5. Our plan is based on the three main tenets of the DFE statutory advice 2014

5.1 Increased access to the curriculum

- 5.1.1 Ideally, all areas of the curriculum should be available to all pupils, regardless of their disability. We make every effort to educate pupils with disabilities alongside their peers in a mainstream classroom setting. Where this is not possible the SEND co-ordinator consults with the pupil and their parents/carers about proposed flexible alternative arrangements. A more detailed plan/risk assessment will be kept by the SENDCo.
- 5.1.2 The school curriculum is regularly reviewed to ensure it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom through activities such as after school clubs, leisure and cultural activities and school visits.
- 5.1.3 Areas on which we intend to concentrate include:
- Regular training of staff on aspects of SEND in the school and developing appropriate teaching and learning strategies.
 - Revised awareness raising programme for all pupils about the range of disabilities in the school.
 - Embedded mechanisms to listen to views of SEND pupils and their parents/carers and consider them in all aspects of school life.
 - Specific specialist intervention where needed for all SEND pupils.
 - Specialist advice from other professionals.

5.2 Improved access to the physical environment of the school

5.2.1 The School carries out an accessibility audit every three years in advance of reviewing this policy. The audit is carried out by the Site Controller and Head Teacher as part of their regular safeguarding tours of the school.

5.2.2 Teachers are given advice on how to move and arrange furniture and how to manage lighting, noise and visual stimulus, etc. We also give attention to how pupils' needs can be met on school journeys and visits.

5.2.3 Areas on which we intend to concentrate in include:

- Maintaining ramps.
- Keeping under consideration the need for additional handrails and a hoist.
- Customised furniture and equipment.
- Keeping under consideration the need for an adjustable work station for serving food.
- Enforcing allocated parking spaces.
- Evacuation chairs.

5.3 Improved delivery of information to disabled pupils

5.3.1 Teachers and LSAs consider the needs of each disabled pupil and provide accessible learning resources for them. The increased use of interactive whiteboards and other digital technology have diversified the ways in which all pupils receive information.

5.3.2 Areas on which we intend to concentrate include:

- Investigating symbol software/ dual coding to support learners with reading difficulties.
- Raising awareness of font sizes and page layout for pupils with visual impairments.
- Coloured overlays for texts.
- Auditing the school library to ensure the availability of large font and audio books.
- Auditing signage around the school.
- Additional tactile resources.
- Practical resources in various sizes

6. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

This is a true version signed by

Mr J. Reekie, Chair of Governors

Signed:

Date:

Miss N Mehat, Headteacher

Signed:

Date:

Review date: Spring 2023

Appendix A – Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>ST- Curriculum resources include examples of people with disabilities.</p> <p>MT- PE training on how to support pupils with disability</p> <p>LT – Continue review of new curriculum content across the board including EYFS</p>	<p>SENDCo to work with Literacy and Enquiry team to ensure there is fair representation</p> <p>SENDCo to arrange CPD training from Sports coach and teaching staff</p> <p>SENDCo and Inclusion Lead carry out an audit of the curriculum and pupil/parent voice</p>	<p>Aruna Sharma</p>	<p>Autumn Term 2020</p> <p>Spring Term 2021</p> <p>July 2021</p>	<p>The whole curriculum will be inclusive of representation of disabilities</p> <p>Pupils with disability will excel in PE</p> <p>Pupils feel represented</p> <p>Attitudes to disability are more positive</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Health and safety audits 	<p>ST -Audit and risk assess the site, in terms of additional maintenance and needs</p> <p>LT- Add RAMPS to identified areas</p>	<p>Carry out an accessibility risk assessment</p> <p>Get quotes and oversee implementation</p>	<p>Paul Hooper Site manager</p>	<p>July 2021</p>	<p>All Phase sites and Bungalow are wheel chair accessible</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Termly planning meetings with parents/annual reviews • Work with external agencies 	<p>To review how we share communication to pupils and families</p>	<p>Training on Dual coding</p> <p>Review of resources and purchase of new ones</p> <p>Include accessibility plan in the induction process</p> <p>Arrange for key information to be adapted before sent out where possible for example enlarged print</p>	<p>Aruna Sharma Alongside office staff</p>	<p>Spring 2020</p>	

