

Wedmore First School Academy & Nursery



Accessibility Policy & Plan 2016-2019 (draft)

Date: Sept 2016
Review Date: Sept 2019

Wedmore First School Academy & Nursery

ACCESSIBILITY POLICY & PLAN 2016-19

Introduction

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors. We are committed to developing a culture of awareness, tolerance and inclusion. We interpret our duties positively, taking into account the necessary actions to remove barriers to inclusion. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We cannot achieve equality for all by treating everyone the same. Our Accessibility Plan shows reasonable adjustments made to accommodate their needs where practicable to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

Definition of Disability

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

Purpose of the Plan

The Accessibility Plan is drawn up in compliance with current legislation and requirements relating to the DDA legislation <https://www.gov.uk/definition-of-disability-under-equality-act-2010>. The Accessibility Plan is structured to complement and support the school's Equality objectives. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and developing a culture of inclusion, support and awareness within the school:

- 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

Areas of planning responsibilities

- **increasing access to the curriculum** - expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils: this includes learning and teaching and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits
- **improving access to the physical environment** - the school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises of the school. This covers improvements to the physical environment of the school and physical aids to access education;
- **improving the delivery of written information** this includes providing information about the school and events in alternative formats when required or requested, within a reasonable timeframe.

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

- Academy Improvement Plan
- Admissions Policy
- Equality Policy & objectives
- Health & Safety Policy
- Special Educational Needs & Disability Policy
- Behaviour and Discipline Policy
- School Prospectus & Vision Statement

The Accessibility Plan is ambitious, particularly in its aspirations to expand the school physically. Therefore it may not be feasible to undertake all of the works during the life of this Accessibility Plan and some items will roll forward into subsequent plans.

The Accessibility Plan will be published on the school website and will be monitored through the relevant Governing Body committees.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Approved by governing body (date):

Signed:

Review date:



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Improving access to the curriculum

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a range of equipment available for day to day use which is under constant review.

Targets	Actions	Timescale	Responsibility	Outcomes
All teachers and TAs to have the necessary training to identify, teach and support pupils with specific needs/disabilities.	Staff attend appropriate training eg staff meetings or INSET for training identified such as dyslexia, attachment training, medical needs training etc	Ongoing	Headteacher/SENCo	Raised confidence of staff in strategies for differentiation and increased pupil participation.
All staff are aware of disabled children's curriculum access	Set up system of individual access plans for disabled children.	As required	SENCo	All staff aware of individual pupils' access needs.
Ensure all staff are aware of, and able to use, SEND software and resources	Run i-training sessions on use of SEND Software e.g. Communication in print, STC Sloping boards for pupils with fatigue problems or motor difficulties Coloured overlays for pupils with visual difficulty Specially shaped pencils and pens for pupils with grip	Ongoing	SENCo	Wider use of SEND resources in mainstream classes.
All extra-curricular/off site activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review extra-curricular/off site activities provision.	Ongoing	Headteacher/governors	All extra-curricular/off site activities to be conducted in an inclusive environment.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in	Ongoing	Class teacher/SENCo	Children have ready access to a range of resources to support learning.

	classrooms.			
Review all curriculum areas to include disability and accessibility issues.	Include specific reference to disability equality in curriculum reviews.	Ongoing as curriculum policies are reviewed.	Headteacher/subject leaders	Updating of disability issues into all curriculum areas.
Ensure disabled children are able to participate in after school & lunchtime activities.	Review that clubs at lunch/after school are inclusive.	As required	Headteacher/SENCo	Disabled children are confident and able to participate equally in lunchtime & after school activities.

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Improving access to the physical environment

Improving teaching and learning lies at the heart of the school's work. Through self review and continuous professional development, we aim to enhance staff knowledge, skills and understanding. It is a core value of the school that all children are enabled to participate fully in the broad life of the school.

Targets	Actions	Timescale	Responsibility	Outcomes
Ensure that class based in Learning Zone during building project have their basic needs met eg ICT access, cloakroom, toilets	Plan devised and implemented to make the area into a 'classroom'	By start of Sept 2016	Building project team/school staff	'Classroom' set up ready for use at start of Sept 2016
Ensure that all pupils and staff can be safely evacuated during building project Sept 2016-Summer 2017	a) Put in place revised Emergency Evacuation routes and procedures in readiness for start of term in Sept 2016 b) Hold practice drills during first 2 weeks of term to ensure that planned procedures work & revise/practice as	By start of Sept 2016	Deputy headteacher/building project manager	All staff and pupils are confident of routes/procedures to be taken in the event of an emergency whilst the building project is in process.

	necessary			
Ensure that any disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for any affected children b) Ensure that all staff are aware of their responsibilities	Reviewed annually as part of Emergency Procedure Plan	Deputy headteacher/governing body	Any disabled children and staff working with them are safe and confident in the event of an emergency eg fire, following regular fire drills and evacuation procedures and responsibilities
To ensure that all pupils/staff/parents/visitors are able to access the school as easily as possible during the disruption caused by the building project Sept 2016-Summer 2017	Make parents/visitors aware of parking changes - disabled visitors to be allowed access to school layby - parentmail, info on website, signs/notices	Sept 2016 - 1st week back	Headteacher/business manager	All parents/carers/visitors aware of changes to parking/access arrangements during building project
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	To create access plans for individual disabled pupils Be aware of staff, governors and parents access needs. Consider access needs during recruitment process.	As required As required	Headteacher/ SENDCo/ Business Manager/Site Manager	All staff aware of pupils' needs On-going improvements in access to all areas when undertaking routine and maintenance works. All staff, governors and parents feel confident that their physical needs are met.
Decoration of building extension to be sympathetic to the learning environment	Advice/ideas sought re lighting and colour schemes	Spring 2017	Building project team/school council	Colour schemes that support teaching and learning in place. Positive comments from pupils/staff & visitors
Once building project completed, consider development of KS2 playground/outside areas - to meet the needs of all pupils	Devise plan of action in conjunction with school council on how to develop playground/areas outside of building extension.	Summer 2017-Summer 2018	Deputy headteacher/governing body/school council	KS2 playground/outside areas are appealing and stimulating for all pupils
Ensure all staff are aware of, and able to use, SEND software and resources	Staff to be made aware of resources currently available	Ongoing	SENDCo	Wider use of SEND resources in mainstream teaching.

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Improving access of information

In planning to make written information available, we need to establish the current level and need and be able to respond to changes in the range of need.

Targets	Actions	Timescale	Responsibility	Outcomes
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve	Include questions in parent survey July 2016 regarding quality of communication	July 2016 & July 2018	Deputy Headteacher	Parental information is surveyed and action taken as appropriate
School website reviewed	Include questions in parent survey July 2016 regarding quality/ease of use of current website	July 2016	Deputy Headteacher	Parental information is surveyed and action taken as appropriate
Availability of written material in alternative forms upon request eg. large print.	The school will make itself aware of services for converting written information into alternative formats. School staff will support and help parents/carers to access information and complete forms for them.	As required	All staff	Format of documentation altered appropriately.
Ensure the curriculum can be accessed by all children.	Check resources do not create barriers to learning.	Ongoing	Class teachers/SENCo	All children access all areas of the curriculum.