

West Haddon Accessibility Plan

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010. As defined by the Special Educational and Disability code of practice 0-25 years (July 2014), we understand a person with a disability to be identified as follows:

"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."

West Haddon Primary School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

West Haddon Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of an inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The purpose of this Accessibility Plan is to:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the physical environment of West Haddon Primary School to increase the extent to which disabled pupils can take advantage of education and associated services; and
- improve the delivery to disabled pupils of written information which is provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by the pupils or parents about their preferred means of communication.

Key Objectives

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in West Haddon Primary School community for pupils, and prospective pupils, with a disability.

Principles

Compliance with the DDA is consistent with West Haddon Primary School's aims and equal opportunities policy, and the operation of West Haddon Primary School's SEN policy. West Haddon Primary School recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and 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.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

Accessibility Plan Focus Areas

Access to the curriculum

- Continue to provide a broad and balanced curriculum for all pupils
- Continue to develop approaches to differentiation of the curriculum to enable equal access for pupils with disabilities.
- Identify all pupils and known prospective pupils who face barriers to learning and full participation.
- Consider pupils' and prospective pupils' assessed needs and consider any reasonable adjustments which may be necessary to enable them to participate.
- Review staff training needs in relation to increase participation in the curriculum.
- Review pupil and prospective pupil needs in relation to the wider provision of school, including after school clubs, sporting and cultural activities and school trips.

Access to the Delivery of Information

In order that pupils and other people within the school, with a disability or learning difficulty can access information, the school will strive to:

- Raise awareness amongst staff about the requirements to provide information in alternative formats if required.
- Maintain up-to-date information on pupils' needs for the provision of information in alternative formats and ensure it is shared amongst staff.
- Discuss and share examples of good practice amongst staff.
- Review the school's approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility.

- Seek specialist advice and support in those cases which lie beyond the school's immediate expertise.
- Maximise the use of ICT equipment in the delivery of information.
- Hard copies of information is available from the office.

Access to the Physical Environment

In order that pupils and other people within the school, with a disability or learning difficulty can access the physical environment, the school will strive to:

- Ensure an access plan has been completed and is monitored regularly.
- Seek to include building works or developments to improve accessibility, identified by the school, or through the access plan.
- Continue to provide specialist aids/equipment to individual pupils whenever this is reasonable to do so.
- Consider on a planned basis, how to improve accessibility through reorganising or rearranging aspects of the school environment in the most cost effective way.

Monitoring and Review

Monitoring of the progress of this plan will be undertaken through regular meetings of the Leadership Team and the Governors.

The plan will be reviewed and revised regularly. Oversight of the monitoring will be undertaken the Leadership Team.

Evaluation of the plan will be carried out in two ways:

- By conducting a formal review of progress towards targets identified
- Through the collection of wider information relating to accessibility from pupils, parents, LA, teachers and other relevant parties.

Access Plan to the Curriculum		
Item	Action	Timescale
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	Training given to all staff as needed	Ongoing
Classrooms are organised and all additional resources that may be needed are provided to promote participation and opportunities for all.	Maintained and reviewed when necessary	Ongoing
Lessons provide opportunities for all to achieve. They are differentiated and carefully planned and adapted to ensure all children can access the learning and reach their full potential.	Lesson plans to be monitored Lessons observed during learning walks and Year group reviews Pupil voice	Ongoing
All members of staff working with children are aware of their individual needs and plan interventions as well as extra time for children who need further support.	Review and amend children's individual targets termly Pupil progress meeting termly Progression map reviewed and update termly	Ongoing
All members of staff adhere to children who have an EHCP.	Where a child has an Educational and Health Care plan all staff will have knowledge of and ensure they adhere to the provisions set out.	When a child has an EHCP in place
Ensure that the PE curriculum is accessible to all children.	Activities to be modified when required and equipment adapted or purchased as required.	Ongoing
Use ICT software to support learning	Make sure software is installed where needed IPads/laptops available to children who need to use them.	Ongoing
All school visits are accessible to all pupils	Visit chosen with care taking account of the needs of the group. Pre –visit risk assessment to be carried out Complete individual risk assessment for children when necessary.	As required

All staff have high expectations of pupils	Targets set and reviewed	Termly
All staff strive to remove barriers to learning and participation.	Planning takes account of all the children's needs. Learning is differentiated and also adapted.	Ongoing

Access to the Delivery of Information		
Item	Activity	Timescale
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities	All staff to be trained on children's needs as and when it is needed	When required
Written information is delivered in an appropriate format	Suitably enlarged, clear print are provided for pupils, parents or carers with a visual impairment. Children with visual impairment have their work adapted.	ongoing
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Modify for individual people as and when necessary	When required
The school ensures that both in lessons and parents meetings information is presented in a user-friendly way e.g. by reading aloud, using overhead projectors/PowerPoint presentations, handout etc.	The use of a variety of presentation styles to aid the presentation for all ensuring adaptations are made for individuals as and when necessary.	Ongoing

Access to the Physical Environment		
Item	Activity	Timescale
The layout of the areas around school are accessible to able bodied people.	The layout of the classrooms and communal areas are changed depending on the children's/staff's needs.	ongoing
The layout of the areas around school are restricted to people who use wheelchairs	Areas internally would need to be modified significantly to ensure people in wheelchairs could access all areas of the school as the school is on a steep split level site with four internal stairs cases.	In order to gain wheelchair access to the whole of the school site (internal and external) major works would be required, given the layout of the school and incurring costs would deem this not to be a reasonable adjustment however, future building works may address some of these issues but would still not give total wheelchair access.
Pathways around school are safe and well signed	The paths are clear. Review the signage around school.	Ongoing
Parking on school site	The site is restricted for parking. Disabled parking provision is not possible due to lack of space.	
Ensure all disabled members the school community can be safely evacuated.	An evacuation plan will be put to in place.	As required
All areas are well lit	All areas of the school are well lit	Maintain