



## Witton Gilbert Primary School

### 'Working Together to make a Difference'

## Accessibility Plan

#### 1. Objectives:

Witton Gilbert Primary has high ambitions for all pupils, including pupils with disabilities, and we aim to provide the correct environment for them to participate and achieve in every aspect of school life.

#### 2. Purpose of the Plan

This plan shows how Witton Gilbert Primary School intends to increase accessibility of our school for disabled pupils, staff, parents/ carers and visitors.

#### 3. Participation and Consultation Process

In order to ensure that we take into consideration a wide range of views regarding accessibility issues, the school has formed a planning group (Accessibility Working Group) that consists of:

- Headteacher
- Deputy Headteacher
- SENCO
- Play Leader
- Parent governor
- School Business Manager

We consult with other relevant people to access views (ie parent of a disabled child) on particular issues.

This policy is regularly monitored, evaluated and is reviewed on a 3 yearly basis in line with LA recommendations.

#### 4. 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 affect on his/her ability to carry out normal day- to-day activities.

## 5. Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning 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 of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

## 6. Contextual Information

Witton Gilbert Primary School has been in its current location since the early 1800's and has been added to and changed over time. The physical building, a single-storey structure, has a variety of classrooms positioned along a single corridor, with a separate dining hall, which is used for assemblies, PE activities, breakfast and after-school clubs assembly hall, as well as performances.

Over the last few years, the building has undergone a large amount of refurbishment in many areas including the school kitchen; intervention rooms and a new indoor/ outdoor covered learning area has been built to extend provision for Early Years pupils. The assembly hall has recently been updated and has a small step access via wide fire doors.

Currently, we have no wheelchair dependant pupils or members of staff, however, we do have some mobility impaired parents.

#### 7. Current Range of known disabilities

The school has children with a range of disabilities which include severe, moderate and specific learning disabilities. We have one child who has a physical disability.

#### 8. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning and, thereby, raising standards, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that we have an inclusive community, in which everyone is valued equally, regardless of gender, race, culture, religion or disability. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access.  Assign CPD for Quality First teaching, differentiation & recording methods.	Ongoing	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs.  Staff access appropriate CPD	Ongoing	SENDCO	Raised confidence in support staff
Ensure all staff working with children with specific needs ensure children access curriculum	Set up a system of individual access plans for pupils as required  Information sharing with agencies working with the child	As required	SENDCO Class teacher Teaching Assistants working with the child	All appropriate staff aware of individual's needs
Ensure classroom organisation allows access to the curriculum	Establish personalised work areas where required  Ensure child can move into any learning area  Establish quiet areas for small group work  Consider seating arrangements and access to the whiteboard for pupils  Seek advice from specialist advisory teachers to support children's learning needs  Provide movement breaks appropriately  Additional time may be allowed to complete	Ongoing	H/Teacher SENDCO Class teacher Teaching assistants working with the child	Classroom areas are carefully planned to maximise learning  Resources are accessible  Appropriate learning aids are readily available to support pupil's learning and are well-matched to pupil needs  Movement breaks take into account considerable effort expended by some pupils to access the

	learning tasks			curriculum
Use ICT software to support learning	<p>Make sure appropriate software is installed</p> <p>Ensure availability of a range of appropriate software, ICT aids and adaptations, to support different learning styles</p> <p>Consult Learning Support re ICT access aids</p>	Ongoing	<p>ICT Coordinator</p> <p>ICT technician</p> <p>Class teacher</p> <p>Teaching Assistants working with the child</p>	<p>Wider use of SEN resources in classroom</p> <p>ICT based resources support access to learning</p>
Educational visits to be accessible to all pupils	<p>Develop guidance for staff on making trips accessible</p> <p>Ensure each new venue is vetted for appropriateness</p>	As required	<p>H/Teacher</p> <p>EVC</p> <p>Class teacher</p>	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all	<p>Gather information on accessible PE &amp; disability sports</p> <p>Ensure improved access for interschool sports events</p>	As required	PE co-ordinator	<p>All pupils to have access to PE and opportunities to be able to excel.</p> <p>Any pupils who are unable to engage in particular activities, have alternative methods of developing skills.</p>
Increase access to extra-curricular activities and clubs	<p>Hold meetings with individual's parents to agree support plan and measures to take if the child is not managing</p> <p>Member of staff available to appropriately support the child</p>	As required	<p>H/Teacher</p> <p>SENDCO</p> <p>Relevant staff</p>	All pupils have access to the wider curriculum and extra-curricular clubs

## 9. Improving access to the physical environment of the school

Witton Gilbert Primary School has undergone a substantial amount of improvement to the buildings and grounds. Access to Main Reception is currently up three steps and there is a stepped access to Infant and Junior entrances. Whilst we do not currently have ramp access to the main building, access can be gained up a shallow step via hall fire doors. Whilst we do not currently have easy access toilet facilities for adults or children, access to main building and toilets using light frame wheelchairs has been identified and used, on a short-term basis, following an inspection from Occupational Health services. Once in the building, all areas (except the indoor/ outdoor area used by Early Years) are on a single level without steps. The indoor/ outdoor area used by Early Years is accessed from within the building by steps.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers, visitors	<p>To create access plans for individual pupils with a disability as part of the SEN support process when required</p> <p>Be aware of staff, governors and parents' access needs and meet appropriately</p> <p>Through questions, discussions, newsletters and online questionnaires, find the needs of parents/ carers</p> <p>Consider &amp; plan for access needs during recruitment plan</p>	<p>As required</p> <p>Induction and ongoing if required</p> <p>Annually</p> <p>Recruitment process</p>	<p>SENDCO</p> <p>H/teacher Deputy h/teacher SENDCO</p> <p>H/teacher Deputy h/teacher SENDCO</p> <p>H/teacher</p>	
Ensure layout of school allows access for all pupils to all areas	Seek quotations for an appropriate ramp to enable wheelchair/ pushchair access	Summer term 2016	H/teacher SBM	Ramp ensures access to learning areas.
Review signage and external access for visually impaired	Yellow strip mark step edges	Ongoing	Caretaker	Visually impaired people feel safe in schoolgrounds

people				
Improve easy access to adult & child toilet facilities	Cost improvements to adult bathroom to allow required access requirements for someone requiring wheelchair access	Summer 2017	H/teacher SBM	All adults and children can access toilet facilities
Ensure all children with a disability can be easily evacuated	Establish Personal Emergency Evacuation Plan (PEEP) for all pupils with disabilities that might impair speedy evacuation of the building	As required	H/teacher SENDCO	All disabled pupils and staff working alongside have safe egress in the event of a fire
	Ensure all staff are aware of their responsibilities	Termly	H/teacher	
	Fire escape routes are checked regularly to ensure suitable for all	Daily	Caretaker	

## 10. Improving the delivery of information

This will include making information that is usually provided by school to pupils or parents/ carers accessible to all. The information should take into account disabilities or preferred formats and be made available within a reasonable timeframe.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents to ensure it is accessible.	<p>Consultation action via newsletter/ online parent questionnaire requesting preferred format</p> <p>Establish current level of need for different formats of information</p>	Spring 2017	H/Teacher D H/teacher Accessibility Working Group	<p>SLT will have identified level of need and be able to respond to changes in range of need for school info.</p> <p>The school will identify agencies and be able to source materials to make specialised provision.</p>
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged clear print for pupils/ adults with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	ongoing	SENDCO	Staff produce their own information
Annual review information to be as accessible as possible	Use child friendly SEN Support review formats where appropriate	As required	SENDCO	Staff are more aware of pupil's preferred method of communication
Provide information in other languages for pupils or parents who may have	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENDCO	Pupils and/or parents feel supported and included

difficulty with hearing or language problems				
Provide information in simple language, symbols, large print for pupils/ parents (incl prospective pupils/ parents) who may have difficulty with standard form of printed information.	<p>Ensure website is fully compliant with requirement for access by person with a visual impairment.</p> <p>Ensure Prospectus is available via school website.</p>	2018	Office	All can access information about the school

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