



Wingfield

PRIMARY SCHOOL

Accessibility Policy

Reviewed policy agreed by GB on:	September 2019
Reviewed policy shared with staff on:	September 2019
Policy to be reviewed again on:	September 2020

Wingfield Primary School Disability Access Plan

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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."

The key objective of this plan is to reduce and eliminate barriers to accessing the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy
- The school recognises its duty under the DDA (as amended by 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 Disability Rights Commission Code of Practice (2002)
- The school recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- To 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, which underpin the development of a more 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

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education,

physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Wingfield Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on a bi-annual basis. New Plans will be drawn up every three years.

Education and related activities

The school will continue to seek and follow the advice of the LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate specialist professionals who visit the school.

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, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

		Targets	Strategies	Responsibility	Monitoring	Success Criteria
Short Term	Written Information	To provide information for children with visual impairment in a form that is assessable to them.	Enlarge all print for these children. Apply for modified SATs papers. Provide VI child with enlarged icons and print on computers.	HT SENCO CT TAs	SLT	Children with VI able to access curriculum at the same level as other children.
	Physical Environment	To complete an audit of accessibility to the environment	Governors Building Subcommittee to complete an audit following that carried out by the LEA Premises Manager to contact Jan Murphy of LEA to organise audit.	LEA Governors Building Subcommittee	Full Governing Body	Audit carried out and areas for increasing access to site users identified
	Curriculum	To ensure that all classes are organised to provide the optimum access to the curriculum	Provide children with VI visual aids, provision of picture symbols for children with ASD and communication difficulties. Classes to use visual timetable.	SENCO Class Teachers Governors	SLT Monitoring	Aids and equipment in place and are used successfully by pupils. Classrooms organised to meet the needs of pupils. Increased access to the curriculum and environment in identified classrooms.

	Targets	Strategies	Responsibility	Monitoring	Success Criteria	Targets
Medium Term	Curriculum	To use appropriate assessment and tracking procedures to raise attainment	Staff training in use of P Levels and any new assessment criteria.	HT SLT SENCO CTs	SENCO to track children CT tracking	Staff confident in using P Levels. Appropriate assessment and tracking systems in place. Progress of pupils is tracked and achievement of all pupils is recognised
		To differentiate children's learning.	Training for teachers on differentiating the Curriculum	SLT Subject leaders	All children are able to access the curriculum at their own level.	Teachers are able to fully meet the needs of disabled children, with regards to accessing the curriculum.
		All out of school activities are planned to ensure the participation of a range of pupils	PE Coordinator SLT CT	SLT	All children have access to a range of after school clubs.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.
Long Term	Physical Environment	To improve access to	Implement actions	Governors	Full Governing Body	Accessibility of school

		designated areas for site users	identified in Audit carried out previously	Buildings Subcommittee		increased for site users
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