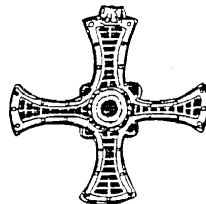


Whitley Memorial First School Accessibility Plan 2016-2019



Date Written: April 2016
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Responsible Governor: Arlene Thompson
Adopted by Governors:
Date for Review: April 2019

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Vision and values

At Whitley Memorial First School we are committed to providing a fully accessible environment and curriculum which values and includes all children. This will enable them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities that we provide.

We recognise the individual needs of all students and aim to maximise everyone's potential. All staff share these responsibilities and we have a member of the Senior Management Team with the responsibility for inclusion.

Information

We have on average 18% of pupils with special educational needs. Needs vary and can include difficulties such as speech and language, specific learning difficulties like dyslexia, motor coordination difficulties, ASD, hearing impairment, emotional and mental health difficulties and medical needs.

Curriculum

We expect that all pupils are provided with high quality learning experiences that lead to consistently high levels achievement.

The following good practice is in place at Whitley Memorial First School:

- Quality first teaching and good SEN support from trained TAs
- Comprehensive tracking systems and data analysis
- Excellent procedures for the identification and support of pupils with Special Educational Needs
- Detailed pupil information given to all relevant staff in order to support pupils
- Regular home school liaison
- Differentiated curriculum to enable all pupils to feel secure and make good progress
- Teaching assistants are deployed effectively to support a range of needs e.g. speech and language, motor skills, English and Maths
- Special consideration for pupils taking part in tests e.g. adult readers provided, extra time if appropriate and granted by the LA.
- Strong links with outside agencies
- Teaching included a range of techniques to support different learning styles.
- All pupils are encouraged to take part in the full curriculum.
- Staff consider the needs of disabled pupils when planning educational visits and check accessibility of all venues.

Physical Environment:

Whitley Memorial benefits from a large site with playing fields with an adventure play area. In 2014 significant work took place and the Nursery was enlarged and combined with a neighbouring classroom to create a new EYFS unit. The two reception classes moved into the unit and Early Years provision has improved greatly. In 2015 a new entrance was created at the front of the building and this enabled the play area at the back of the EYFS unit to be enlarged. A new Head Teacher's office, disabled toilet, store and meeting room were also created internally. All areas are accessible to wheelchair access.

The following good practice is in place at Whitley Memorial School:

- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and assembly points are on the playgrounds. We will review the need for a visual alarm if the need arises.
- Personal evacuation plans are in place for identified children with disability needs.
- Furniture and equipment are selected as standard, age related as appropriate.
- Consideration is given to the appropriate colour schemes when refurbishing to benefit pupils with visual impairments.
- Installation of window blinds in all rooms.
- Regular evaluation of the school site for accessibility by the SLT and governors responsible for finance and premises

Information:

The school makes good use of the skills of external agencies to support pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.

The following good practice is in place at Whitley Memorial First School:

- Translators are bought in when required to ensure that all parents have good access to information.
- A mobile texting service is provided to support good communication between home and school.
- Information for pupils in school is given in various formats when necessary including the use of simplified language and diagrams, ICT and oral reinforcement.
- Teachers are available at the end of the day to talk to parents if required.

Management and Implementation:

We share a whole school approach to meeting the requirements outlined in our accessibility plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process and is reviewed when pupils with additional specific needs enrol at our school. The evidence used to aid reviews of the plan will include:

- SEN register
- Monitoring feedback re the provision for the children
- Data tracking
- Attendance data
- Provision Maps/ statement reviews
- External agency reports and input
- Government and LA policies and initiatives
- Building inspection reports

THIS PLAN IS AVAILABLE IN LARGE PRINT ON REQUEST

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Curriculum

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Improve communication and language outcomes by the end of EYFS to remove barriers to the curriculum for children with Speech, language and communication needs.	Deliver speech and language programmes to identified children Set up Early Talk Boost and Talk Boost groups in EYFS unit	April 2016 – daily Spring 16	PP and EYPP funding	EYFS leader SENDCO	SEND Governor	
Ensure that the newly introduced curriculum model is enabling SEND pupils to make good or better progress in all classes.	Monitor and evaluate the impact of teaching/curriculum on SEND pupils' progress. Book scrutiny and pupil interviews	April 2016 on going	School budget 1½ day release per week SENDCO	HT	SEND Governor	
Continue use of Target Tracker to capture a more precise picture of the attainment and progress of SEND pupils working below the expected level	Ensure Target Tracker captures small steps of progress and gives leadership a clear picture of the achievement of SEND pupils.	Half termly pupil progress meetings April 2016 on going	Budget allocation for Target Tracker and training	HT SENDCO	SEND Governor	
Adapt the curriculum to meet specific pupils' SEND	Annual curriculum review to identify and address the needs of the current SEND pupils	September 2016 and annually thereafter		SENDCO	HT SEND Governor	
Further develop the use of ICT to support all pupil needs	Ensure ICT equipment, hardware and software is suitable to support pupils needs Refer to LA Computing consultants for advice Update Apps on SEND Ipads	April 2016	Apps for Ipads	Computing coordinator and SENDCo		

Pupils with hearing loss or visual impairment fully participate in the school curriculum	Liase with sensory support service. Implement agreed action plans Change classroom layout If necessary	April 2016		Class teacher SENDCo		
Children with known SEND are identified before starting school	Early intervention to improve liason with Pre-school settings. Establish and build links with the health visitor	April 2016		SENDCo EYFS leader		

Physical Environment

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Provide a suitable car parking bay for Disabled Visitors (Marked out)	Markings in car park	Summer 2016	Paint for repainting.	HT	Governors	
Address maintenance issues relating to accessibility. (eg routine corridor check for impeded access)	Termly check reported to H&S governor	From September 2016		HT Caretaker	H&S Governor SEND Governor	
Evaluate user experience.	Invite wheelchair user with MPs to navigate school and provide feedback to inform accessibility arrangements. Identify users with other types of physical needs and repeat, raising awareness of SEND and supporting pupils to take responsibility for improving the environment.	From September 2016 - annually		DHT H&S Governor	Governing Body	

Accessibility of information

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Ensure that all stakeholders can access written information provided by school	Specify on the school website that large type formats of any school produced documentation can be made available. School can provide help with reading any documentation. Policies to include foot note about larger print.	April 2016 on going		HT Office Staff	SEND Governor	