Wingrove Primary Accessibility Plan 2015-18

(To be read in conjunction with the SEN information report)

Introduction

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

Wingrove Primary School recognises its duty to:

- Not discriminate against disabled pupils in their admissions and exclusions
- Ensure that there is no discrimination in provision of education and associated services
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- Publish an accessibility plan

Wingrove Primary School aims to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- Seek support and advice from relevant services to ensure that we are making the environment and curriculum as accessible as possible

This plan will be regularly reviewed and updated every three years. This plan complements our SEN, Equal Opportunities, Safeguarding and Administration of Medicines policies.

Definition of Disability under the Equality Act 2010 states that a person has a disability if: ***They have a long term physical and mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.***

Wingrove Primary School provides all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to the diverse needs of our pupils
- Overcoming potential and existing barriers to learning and assessment for individuals or groups of pupils

The three areas to be considered in the plan are:

- **Improving education and related activities** – At Wingrove Primary School we buy into specialist services such as Educational Psychology for 1.5 days per week, SENTASS Motor Coordination support for 4 sessions per week and from January 2016 will also be buying into Specialist Speech and Language support. This is in addition to the support that we can access from the LA and we also receive regular support and advice from services to support our Visual and Hearing impaired pupils. We liaise with appropriate health professionals from the NHS trusts when we need their support and advice.
- **Improving the physical environment –** We take into account the needs of our pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments on site, such as improving access, appropriate facilities and acoustics, accessible fixtures and fittings etc
- **Improving the provision of information –** Wingrove Primary School will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested.

Contextual Information

Wingrove Primary School is a highly inclusive school with a broad and diverse range of need. All access to the building is on the ground floor. Our EYFS and Years 1-3 classrooms are situated on the ground floor and we have a lift to access the first floor for year groups 4-6.
We have separate disabled toilets for adults and children on both floors and additional ones in our EYFS department.
Home visits are undertaken for all children new to our school in Nursery and Reception and our Inclusion Manager and Pupil and Family Support Officer contact the relevant professionals regarding any new pupils with additional needs.
Our EYFS Forest School is situated on our school field and access is on an incline.
There are additional adults to support children who have physical disabilities or are wheelchair users.
Staff are well informed of the individual needs of children that they work with and regular training and CPD takes place in school to inform staff of different medical conditions and Special Educational Needs and Disabilities. Children with medical conditions have an up to date Care Plan which is agreed with parents/carers.

We hold regular review meetings for children with SEN or disabilities and meet with staff of other provisions at transition time.

How appropriate is the current provision?

Through effective communication and relevant CPD staff are aware of the issues faced by our pupils and act to resolve them eg using visual timetables, meeting individual's needs in lessons, appropriate resources etc.

Provision in an Emergency

We have regular evacuation practices for all children and staff. Individual needs are taken into account and when necessary any individual needs will be included on the child's provision map.

Targets for 2015-18

Target	Strategies	Timescale	Success Criteria
To ensure lifts are in good working order.	Organise repairs when necessary and regular maintenance checks.	Ongoing	The lift is working effectively.
External spaces are as accessible as possible.	Regular maintenance and safety checks, cleaning of outdoor equipment and staff made aware of any faults in equipment. Liaise with appropriate external agencies to advise on changes/adaptations that need to be made to equipment.	Ongoing	All outdoor areas are accessible and can be used.
To ensure that children with SEN and/or disabilities are included in lesson planning.	All staff to be aware of any additional needs that children have in their class/year group.	Ongoing	Children's needs are matched in lessons, they are making progress and provision/resources are in place to enable them to access the curriculum.
To ensure written communication is clear for children/families with learning disabilities and visual impairment.	When appropriate: • Enlarge font size, following recommendations from external agencies • Use simplified language	Ongoing	Children and families are able to access the curriculum and information that they need.

	• Ensure signage around the school is accessible • Assist our families with reading letters/filling in information		
To ensure that appropriate resources and access is provided for pupils with disabilities to enable learning.	• Make sure children are able to move easily around the environment • Ensure that resources are in working order for hearing impaired children eg batteries for aids, FM microphone system in place when necessary for deaf pupils • Language is simplified and visual aids are in place for pupils with communication difficulties	Ongoing	All children's needs are catered for in lessons.