



ACCESSIBILITY PLAN 2019

'Where Every Door is Opened and Every Gift is Unlocked'

At Witton we are a partnership of school, church, home, the Diocese and community. We create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We all appreciate and value what it means to be a positive member of a diverse and multicultural community. Time is taken to value and nurture each child educationally, creatively and spiritually. Children and staff are encouraged to aim for *'Everyday Excellence'* and believe in themselves. Understanding and valuing their self-worth and the importance of their place and purpose in our community to be the person they are fully capable of being.

The Purpose of this Plan

This plan shows how Witton Church Walk CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

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 effect on his/her ability to carry out normal day-to-day activities.

Aims

Our Aims are:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs.
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. The Accessibility Plan will be monitored through the Environment Committee. The school will work in partnership with the community in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by the Governing Body.

Witton Church Walk is committed to providing an environment that enables full curriculum access that 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Current range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions. We have a very small number of pupils and parents who have a hearing impairment or a visual impairment.

Areas of planning responsibilities

- Increasing access for disabled pupil 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 disadvantaged pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

AIM 1: Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching ability, inclusive classes.

It is a core value of the school that all children enabled to participate fully in the broader life of the school. Consequently, all children have always had access to age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school expectations when deprivation of club attendance may be used as a suitable short term consequence and to ensure the safety of others.

Targets	Strategies	Timescale	Responsibilities	Success criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia friendly classrooms, ADHD, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation. SENCO to provide training & support when needed in staff meetings.	Dyslexia focus – 2018 ASD focus – 2019 Differentiation focus – 2019 ADHD focus - 2020	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software to support learning	Make sure software installed where needed.	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness. Risk assessments in place if required.	As required	Learning Outside the Classroom (LOT) leader	All pupils in school able to access all educational visits and take part in a range of activities.

AIM 2: To increase the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Timescale	Responsibilities	Success criteria
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year	To identify pupils who may need adapted or additional provision	May to July annually	HT, EYFS leader & teachers	Provision set in place ready for when the child/ren start school
To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	Ongoing as need arises	HT & Deputy/SENCO	Provision set in place ready for when the child/ren start school
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing – when review date is applicable	SLT & Governors	All policies clearly reflect inclusive practice and procedure
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families	Ongoing	SLT and all teaching staff	Clear, collaborative working approaches through regular meetings. Risk assessment reviews, health care plans, provision reviews and action planning
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	Ongoing	SLT/SENCO, all teaching staff and outside professionals	Clear, collaborative working approaches through regular meetings, risk assessment reviews, health care planning, provision reviews and action planning
To include pupils with a disability,	Create personalised risk	Ongoing	SLT, SENCO and all teaching staff, extra-curricular	Evidence that appropriate considerations

<p>medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision</p>	<p>assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p>		<p>service providers and educational visits settings</p>	<p>and reasonable adjustments have been made</p>
--	---	--	--	--

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

AIM 3: Improving access to the physical environment of the school. To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter school.

Targets	Strategies	Timescale	Responsibilities	Success criteria
Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils. Risk assessment to be in place and shared with all staff.	As required	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children. Transition in place when children move from current class to new class.	Seek support from LA HI and VI advisory teachers	Ongoing	LA HI and VI advisory teachers in conjunction with SENCO	All children have access to the appropriate environment
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness. Risk assessments in place if required.	As required	Learning Outside the Classroom (LOTC) leader	All pupils in school able to access all educational visits and take part in a range of activities.
Ensure that reasonable adjustments are made for	Create personalised risk assessments and access plans for	Ongoing	SLT, SENCO, all teaching staff and Site Manager	As full as possible inclusion for all pupils. Safe

<p>pupils with a disability, medical conditions or other access needs</p>	<p>individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p>			<p>evacuation in an emergency</p>
<p>Improve the physical school environment</p>	<p>The school will take account of the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings</p>	<p>Ongoing</p>	<p>SLT, Site Manager and Governors</p>	<p>Evidence that appropriate considerations have been made wherever physical school improvements are carried out.</p>

AIM 4: 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 and parents. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Targets	Strategies	Timescale	Responsibilities	Success criteria
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENCO	Staff produce their own information
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO & admin staff	Pupils and/or parents feel supported and included

AIM 5: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success criteria
To enable improved access to written information for pupils, parents and visitors	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing	Ongoing	SLT, teachers, admin staff and SENCO	Evidence that appropriate considerations have been made.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a positive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.

Linked policies: SDP, SEN Policy, Equality & Diversity Policy & Action Plan, Teaching & Learning Policy