



---

West View Primary School

# Accessibility Plan

# ACCESSIBILITY PLAN

## 1 Introduction

The schools' duties around accessibility for disabled pupils are:

Schools and Local Authorities need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010 and the Disability Discrimination Act 2005 (DDA) requires the Governing Body to:

- promote equality of opportunity for disabled people. Pupils, staff, parents, carers and other people who use our school or may wish to.

This Accessibility Plan and the accompanying Action Plan, sets out how the Governing Body will improve equality of opportunity for disabled people. The SEND Code of Practice and Disability Act 2010 extended the DDA to cover education and therefore the Governing Body has three main duties towards disabled pupils:

- not to treat disabled pupils less favourably for reasons related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future
- to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the physical environment of the school to increase the extent to which disabled pupils can take better advantage of education, benefits, facilities and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that our school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an Action Plan, showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the Accessibility Plan the school has set the following priorities:

- to provide safe access throughout the school for all school users, irrespective of their disability
- to ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs

- to provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible

1.1 At West View Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school Mission Statement, which states:

***'Each One Teach One'***

*At West View Primary School our priority is that each child experiences a loving, caring and stimulating environment in which they feel safe and secure, and where they can develop academically and socially.*

*We aim to develop the skills, knowledge and attitudes that will help each child to reach his or her full potential and to have high self-esteem.*

***To teach, to learn, to work, to play, to do our best in every way.***

1.2 It is the responsibility of the whole school community to implement our vision in a manner which promotes the inclusive ethos of our school.

## **2 The involvement of disabled children and young people, staff and parents**

In preparing this Accessibility Plan, pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil and staff data and additional information gathered.

3 According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

4 West View Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy document:

- Special Educational Needs and Disability

5 This plan considers the following three areas as identified in the introduction:

5.1 Increasing the extent to which disabled pupils can participate in the school’s curriculum by securing relevant staff training and ensuring appropriate classroom organisation

5.2 Improving the physical environment of the school such as ramps as well as physical aids to access education such as specialist desks and ICT equipment

5.3 Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as braille, audio tape, large print and the provision of information orally.

## **6 Increasing the extent to which disabled pupils can participate in the school curriculum**

The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the Local Authority and Educational Psychology Service, the SENDCO manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school Inclusion Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Visual Impairment Advisory and Support Service
- Occupational Therapists and Physiotherapists
- Hearing impaired children's service
- Speech and Language Therapy

## **7 Improving access to the physical environment of the school**

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by West View Primary School.

## **8 Improving the delivery of information to disabled persons**

Staff are aware of the services available through the Local Authority.

This Access Improvement Plan is reviewed annually.

Target	Action	Success Criteria	Timescale	Responsible Person
To ensure that all school buildings are accessible to all pupils.	Conduct an audit of all premises to identify specific issues. Identify if any existing or prospective pupils have specific needs.	All buildings will be fully accessible for all pupils.	End of Summer term 2017	Academy Head of Operations
To improve access to the school grounds	Ensure that a winter gritting plan is in place. Check that all pathways are clear and safe.	Paths are accessible and safe. Improved access for users of the school.	Gritting plan implementation to be in place by Winter season 2016.	Academy Head of Operations/ School site staff
To ensure venues and destinations for educational visits are suitable and accessible for all pupils	Staff to undertake research prior to the visit to ensure suitability including transport and other support services such as toilet facilities.	All educational visits are accessible for all pupils and allow them to take part fully in the visit.	Ongoing requirement.	All staff and the Educational Visits Coordinator
To ensure that all children can access the curriculum by embedding differentiated teaching strategies.	School leadership teams and SENDCo to assess accessibility to the curriculum through school self-evaluation activities and data analysis and challenge teaching staff accordingly.	All SEND children will be able to access the curriculum effectively	To commence academic year 2016/17	Leadership team
To increase awareness of the equality duty among all staff	To include equality information and responsibilities in the staff handbook.	Staff have an increased awareness of equality responsibilities	End of summer term 2016/17	Academy Head of Operations
To ensure that all disabled and SEND children can access learning materials in a format that ensures they can access the curriculum	School SENDCo's to audit their SEN register to ensure all children can access curriculum materials	All pupils will have equal access to the curriculum	End of autumn term 2017	SENDCo's
Training for all staff on differentiating the curriculum	Undertake an audit of staff training requirements	All teacher and TAs are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Summer 2017	Leadership team / Inclusion Team
Audit of pupils needs and staff training to meet those needs	Review the specific needs for pupils living with disability, in terms of basic daily living skills, relationships and future aspirations	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning	Summer 2017	Leadership team / all staff / Inclusion Team
All out of school activities are	Review all out of school provision to	All out of school activities will be	Ongoing	Leadership team /

planned to ensure, where reasonable, the participation of the whole range of pupils	ensure compliance with legislation	conducted in an inclusive environment with providers that comply with all current and future legislative requirements		all staff / Inclusion Team
Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	Leadership team / all staff / Inclusion Team
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats	The school will be able to provide written information in different formats when requested for individual purposes	Summer 2017	Leadership team / Inclusion Team
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it	Summer 2017	Leadership team / Inclusion Team
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customised materials and specifically requested	All school information available for all who request it	Summer 2017	Leadership team / Inclusion Team
Raise the awareness of adults working at and for the school on the importance of good communications systems	Arrange training courses	Awareness of target group raised	Summer 2017	Inclusion Team / CPD Co-ordinator