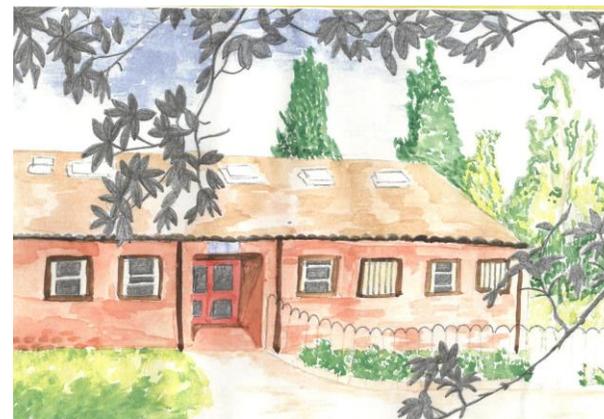


# Watlington Community Primary School

## Accessibility Plan



**January 2015 – January 2018**

Review: Autumn 2017

Lead member of staff: Mrs R McGlone

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. 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:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### The School's Context

**We are** Community Primary school for boys and girls age range 4 – 11 years. The school comprises of a single storey building with easy access throughout for disabled persons.

## The School's Aims

### **Growing and Learning Together**

As a school we:

- Aspire to provide an outstanding education
- Develop confident and independent global citizens for the future
  - Provide a friendly and family atmosphere
  - Have high expectations for all to achieve
- Strive to forge partnerships with the wider community

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act **2001**
- The **SEN Revised Code of Practice 2002**
- The **Disability Discrimination Act (amended for school 2001)**
- Code of Practice for Schools (Disability Rights Commission)

#### **1. Starting points**

##### **1A: The purpose and direction of the school's plan: vision and values**

The school is inclusive in its approach to all aspects of school life. Governors wish all children to take part fully in the life of the school. We feel it is important to ensure that all learners are included into the class learning environment. Where appropriate the curriculum is differentiated to allow access for all e.g. adaptations for dyslexia and physical disabilities.

##### **1B: Information from pupil data and school audit**

Watlington Community Primary School has a small proportion of children on the SEND register – equating to 2.5%.

##### **1C: Views of those consulted during the development of the plan**

During conversations with SENCo, Class Teachers, parents and pupils areas of the plan are updated and adapted as needs arise.

## **2. The main priorities in the school's plan**

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

Teaching staff are careful to ensure that all pupils can access the curriculum. In core subjects these are taught in mixed abilities so that all children are supported with their learning, Pupils are not discriminated in PE for example as staff ensure that they continue to take part with activities adapted for their disability.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The building is a single storey construction. Increased access to all areas has been enabled through the building of a ramp at the front of the school and to the Year 1 classroom. Each classroom has a fire exit directly to the outside and large doors are in place to enable access to the outside. A disabled toilet is also available to those that may need it.

Each classroom is fitted with a HD board that can allow for increase the size of the font and one classroom is fitted with a soundfield system for pupils who may be deaf.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Where information is normally given out in writing, this can also be given out in other various ways if requested.

Newsletters are available on the website which can then be downloaded and the font size increased if necessary and in addition we are able to enlarge documents or print on different coloured paper if this is requested.

## **3: Making it happen**

This plan is under constant review, depending on the abilities and disabilities of the pupils and community that come into contact with the school. A Risk assessment may need to be in place to enable the best access for each individual.

**3B: Getting hold of the school's plan**

This plan is available via

- The school website;
- available in different formats if requested;



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|--|---|--|--|---|---|
| <p><b>Access to wider curriculum</b></p> <p>Increase participation in school activities.</p>                           | <ul style="list-style-type: none"> <li>▪ Legacy challenge purchased to allow access for all to PE / PSHE curriculum</li> <li>▪ Ensure all PE lessons are inclusive as conducted by sports coaches.</li> <li>▪</li> </ul>          | <p>Summer term 2017</p>                    |  | <p>All staff</p> <p>Leadership team</p> | <p>Leadership Team</p> <p>Governors</p> |
| <p><b>Impact Analysis</b></p> <p>Ensure all policies consider the implications of Disability Access.</p>               | <ul style="list-style-type: none"> <li>▪ Analyse impact of Behaviour and Discipline Policy, Home School Agreement, Anti-Bullying Policy, Educational Visits, Homework. Involve all stakeholders in reviews.</li> <li>▪</li> </ul> | <p>Ongoing through policy review cycle</p> | <p>Leadership Team and SENCo time to review policies including homework guidance</p> | <p>Leadership Team and SENCo</p>        | <p>Governors</p>                        |
| <p><b>Premises</b></p> <p>Monitor site access to meet diverse needs of pupils, staff, parents and community users.</p> | <ul style="list-style-type: none"> <li>▪ Review evacuation plans</li> </ul>   | <p>Autumn 2017</p>                         |  | <p>Leadership Team</p>                  | <p>Governors</p>                        |
| <p><b>Attitudes</b></p> <p>To promote positive attitudes to disability</p>   | <ul style="list-style-type: none"> <li>▪ Review PSHE Curriculum</li> <li>▪ Look into involving local disability groups in assemblies and visits to school</li> </ul>  | <p>Autumn 2017</p>                         |  | <p>PSHE Co-ord</p>                      | <p>Leadership Team and Governors</p>    |
| <p>Newsletters and Information</p> <p>Availability of</p>  | <ul style="list-style-type: none"> <li>▪ Large print etc. as required.</li> <li>▪ Monitor uptake of documents in alternative formats</li> <li>▪ Policies in alternative format, as</li> </ul>                                     | <p>Spring 2017</p>                         | <p>.</p>   | <p>Office based staff.</p>              | <p>SENDCo and Leadership team.</p>      |

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| documents in alternative formats | requested. <ul style="list-style-type: none"><li>▪ Review accessibility of newsletter and letters for parents.</li><li>▪ Homework information available as information sheets in alternative formats, as appropriate.</li></ul> | Autumn 2017 |  |  |  |
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