



# ACCESSIBILITY POLICY AND PLAN

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This policy should be read alongside the *Accessibility Plan* (Appendix 1).

## **1. INTRODUCTION**

### **Schools' duties around accessibility for disabled pupils/people**

Schools need to carry out accessibility planning for disabled pupils. These are the same duties that previously existed under the Disability Discrimination Act 1995 (DDA) and have been replicated in the **Equality Act 2010**.

Part 5A of the DDA requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Policy** and the accompanying **Accessibility Plan** forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

- 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.

The Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA/Equality Act 2010.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education 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 the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. Attached is the action plan (Appendix 1), showing how the school will address the priorities identified.

## **2. PURPOSE OF THE PLAN**

The purpose of the plan is to show how Watton-at-Stone Primary and Nursery School intends, over time, to increase the accessibility of our school for disabled pupils/people.

## **3. WATTON-AT-STONE PRIMARY AND NURSERY SCHOOL – VISION AND VALUES**

### **3.1 Our vision and values**

At Watton-at-Stone Primary and Nursery 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 vision, which states:

*We nurture and support children so that they are happy, are healthy in body and mind and have a love for learning, enabling them to achieve their potential. We believe in developing confident, respectful and responsible citizens who make a contribution to the wider community and beyond. We provide an environment where everybody is included and everybody matters.*

*As a school, we have high aspirations for all, built on a solid foundation of self-belief, motivation and resilience.*

*We will all be the best that we can be!*

**3.2** In drawing up the Accessibility Plan in line with our vision, 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.

**3.3** It is the responsibility of the whole school community to implement this scheme (Accessibility Policy and Plan) in a manner which promotes the inclusive ethos of our school.

**3.4** It is the duty of the SLT and Governors to monitor the successful implementation of the Accessibility Plan (Appendix 1).

## **4. WHAT DO WE UNDERSTAND BY THE TERM 'DISABLED'?**

The DDA defines a disabled person as someone who has *'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'*. For example, if a person has problems with mobility, seeing or hearing, learning disabilities, mental health problems, epilepsy, HIV infection/AIDS, asthma, diabetes or a progressive condition such as multiple sclerosis, then he or she may be covered under the DDA. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means has lasted or is likely to last more than 12 months or for the rest of the life of the person.

In the DDA definition:

- 'physical impairment' includes sensory impairment;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness.

## **5. VIEWS OF THOSE CONSULTED DURING THE DEVELOPMENT OF THE PLAN**

In preparing the Accessibility Plan, the views of all stakeholders including those with disabilities were sought, e.g. pupils, parents/carers, staff and governors. Questionnaires and group discussions have been a valuable tool during this process. This includes the views and aspirations of all pupils, including School Council representatives. It has also been informed by the analysis of pupil and staff data.

Watton-at-Stone Primary and Nursery School is committed to equal opportunities and inclusion. This strategy should therefore be considered alongside the following school policy documents:

- Special Educational Needs & Disabilities Policy
- Equality Policy
- Behaviour Policy

## **6. SCHOOL DATA AND PUPIL DATA**

School data in July 2015 shows that three pupils have a Statement of Special Educational Needs; the percentage of pupils who have been registered as having SEN support is 16%. 6% of pupils at the school have a disability. Children with medical conditions are made known to staff and there is a central record in place. Health Care Plans are drawn up for those children who need them. Senior Leaders are aware of staff with disabilities and/or medical conditions.

Attendance is monitored by teaching staff, office staff, the Attendance Improvement Officer (from Herts), the Senior Leadership Team (SLT) and governors. Exclusions are reported to the Governing Body on a termly basis.

## **7. THE MAIN PRIORITIES IN THE SCHOOL'S ACCESSIBILITY PLAN**

The plan considers the following three areas as identified in the introduction:

### **7.1 Increasing the extent to which disabled pupils can participate in the school's curriculum:**

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and disabilities. Working with the local authority and drawing on the expertise of other external partners, the SENDCOs manage the Statutory Assessment process; ensuring additional resources are available when appropriate.

The school works closely with the following specialist services:

- Educational Psychology Service
- The Low Incidence Team (sensory and physical impairment)
- Thorley Hill SPLD Support Base Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Amwell View School and Specialist Sports College Outreach Service
- DSPL3 Primary Behaviour Team (Rivers in Hertford)
- Communication Disorders Team

Curriculum development work focuses on priority areas as set out in the Single Plan. Key priorities this term include:

- To further improve the quality of all teaching throughout the school.
- To secure at least good progress in reading and writing in all cohorts.
- To secure at least good progress in maths in all cohorts.
- To further strengthen the leadership and management of the school.
- To continue to develop the quality of provision in EYFS to ensure it is good or better.

Risk Assessments are conducted for individual pupils with disabilities where appropriate to ensure access to all aspects of school life.

In addition, access arrangements including the use of readers, laptops, additional time and rest breaks are utilised. These arrangements are also available for use during public examinations, i.e. SATs.

We have high expectations of all our pupils regardless of whether they have a learning disability or difficulty. Planning shows differentiation and close monitoring of assessment analyses the progress of different groups.

We have a strong team of learning support, some allocated to support classes (Wave 1), others explicitly linked to raising the attainment and achievement with groups (Wave 2) and some delivering individual programmes or working in class on a 1-1 basis (Wave 3).

Some Teaching Assistants focus specifically on social and emotional aspects of learning, especially for pupils with ASD, ADHD or pupils who need support after a bereavement or family breakdown. Some examples of provision include: mentoring/counselling, use of emotional scales, social stories and visual timetables; all of which assist in supporting pupils, particularly at points of transition during the school day.

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

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures & fittings.

We continue to enhance the physical environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered at Watton-at-Stone Primary and Nursery School.

Improvements to the physical environment have been made when other building works were undertaken. All building improvements are disability impact assessed.

Hearing impaired pupils are currently supported by the use of an amplifier in class.

## **7.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

Pupils' needs are assessed when identifying the appropriate format and delivery of information.

Pupils with ASD are provided with pictorial information such as visual timetables, now and next boards and lists.

Where appropriate, pupils with learning difficulties receive a carefully differentiated/ personalised curriculum. Writing frames are provided for pupils who have poor organisational

skills. Practical equipment may be used to support learning in English (e.g. phoneme frames, word mats, etc) or maths (a bead string, hundred square, counting apparatus, etc).

Visually impaired pupils have access to larger print. Pupils are able to practise using modified SATs papers. Coloured overlays, adaptations to background colour on paper and interactive white boards can be used to support pupils with dyslexic tendencies and visual impairment.

Some classes may also use a 'learning buddy' system, where an able pupil may support a pupil with learning disabilities or difficulties by writing down homework tasks etc.

Pupils with dyspraxic tendencies may use a writing slope, a netbook and/or posture cushion and may also choose to work with a scribe.

## **8. MANAGEMENT, COORDINATION AND IMPLEMENTATION**

**8.1** The Governing Body takes responsibility for the school's Accessibility Plan and sets a clear direction for it. It will be reviewed on an annual basis with reference to the Single Plan. In addition it will be reviewed every three years by the larger school community, e.g. parents/carers and pupils including School Council representatives. All members of staff and governors will play an active role in its development. Governors will evidence their monitoring through Governing Body Minutes.

**8.2** The Accessibility Policy and Plan is intrinsically linked to the Equality Policy. Through the school's assessment procedures, class teachers track vulnerable groups and those with identified characteristics as outlined in the Equality Policy. Appropriate intervention is then planned and implemented for children in receipt of Pupil Premium as well as other children working below age-related expectations. The impact of interventions is measured and access to the curriculum is adjusted accordingly.

**8.3** Links can be made to the following policies, procedures and documents:

- SEND policy
- Equality Policy
- Curriculum policies
- Behaviour Policy
- The Single Plan
- Asset Management Plan
- Professional development through CPD and Performance Appraisal

**8.4** The SENDCOs are responsible for the management of the Plan, along with the Headteacher.

The School will liaise with other services and external agencies when appropriate.

The Governing Body will be responsible for the implementation and resourcing of the Plan.

The anticipated outcomes and review mechanisms follow a similar format to the Single Plan and will be monitored alongside.

The School makes its Accessibility Plan available to the school community via the School Website.

Signed:.....  
Chair of Governors

Date:.....

**Last Author:** Sukhi Gill, Andrea Hawkins - SENDCOs  
**Date:** Summer Term 2015  
**Status:** Statutory  
**Owning role:** Resources Committee  
**Review schedule:** Triennially

## 9. APPENDIX 1 – ACCESSIBILITY PLAN, July 2015 – 2018

Priority/Target	Lead People	Strategy/Action	Resources	Time	Success Criteria
<b>Equality and Inclusion</b>					
To ensure that the Accessibility Plan becomes an annual agenda item at Full Governing Body Meetings.	SENDCOs/ SEND Governor  Clerk to Governors	Clerk to Governors to add to agenda for FGB meetings.		Annually	Adherence to legislation.  The Accessibility Plan is under constant review and revision.
To improve staff/school community awareness of disability issues.	SENDCOs	Review training needs. Provide or organise training for members of the school community as appropriate, e.g. governors, staff, pupils and parents/carers. Possible approaches: SEND Awareness Day, ASD/ADHD/SLCN information sessions, etc.	INSET/CPD time  Parent/carer information sessions/coffee mornings	On-going	Whole-school community is aware of current issues related to disability.
To ensure that all policies consider the implications of disability access.	SLT / Subject Leaders Governing Body	Consider during review of policies.	Subject Leader time	On-going	Policies reflect current legislation.
<b>Physical Environment</b>					
To ensure that all areas of the school building and grounds are accessible for all children and adults. To continue to improve access to the school's physical environment for all.	SENDCOs  Resources Committee	SLT and governors (from Finance and Premises committee) to conduct an audit of accessibility of the school buildings and grounds. Suggest actions/draw up an action plan and implement as budget allows.	Committee meetings	On-going	Modifications will be made to the school building to improve access.
Ensure any proposed 'new build' project is physically accessible for everyone.	HT/SLT/ Site Manager	Project manager appointed will ensure compliance with building regulations regarding accessibility.		September 2015 – on-going (whenever any new construction begins)	Any new construction will be fully accessible and will comply with current legislation.

Priority/Target	Lead People	Strategy/Action	Resources	Time	Success Criteria
To fit and maintain grab rails where necessary to aid movement around the school, including the playground	HT/Site Manager/SBM	Maintain grab rails around the school site, including classrooms and other appropriate locations. To review and update following discussions with adviser.	Cost of maintenance and new grab rails as needed	In place and on-going	Accessibility of school & play areas increased. Pupils with physical disabilities are able to access all areas safely.
Maintain safe access around exterior of school	HT/Site Manager	Ensure that pathways are kept clear of vegetation, obstacles, etc. Make sure the Site Manager knows which areas to prioritise.	Cost included in school's budget	On-going	People are able to move safely and unhindered along exterior pathways
Improve signage to indicate access routes around school	SENDCOs / Site Manager	Clear signs, including pictorial representations, indicate disabled parking bays, wheelchair friendly routes around the school and disabled toilets. Plan of building is displayed in the main reception area.	Cost of signs	On-going	The school community is aware of wheelchair access to all parts of the school, disabled toilets, parking bays, etc.
Access to the school library for disabled pupils	HT/SENDCOs	The library to be moved to a central location with improved access. Lower level shelves to be used to display books. Clear signs with visual representations where appropriate.	Cost of shelving and signage	In place and on-going	Physical accessibility to the school library increased – a more inclusive environment provided
Create a quiet, calm space/area within the classroom for those pupils who need such provision (as the need arises)	SENDCOs/ Class teachers	Find an area within the classroom that could be enhanced to provide this provision. Purchase resources that will make this area a calm, tranquil space.	Cost of resources, e.g. cushions, soft lighting, etc.	September 2015 – on-going	Pupils have access to a calm, tranquil space when the need arises. They are able to express their emotions with greater success and engage in learning activities.
<b>Curriculum</b>					
Training for teachers and support staff on	SENDCOs/ SLT/ Subject Leaders	Review the needs of pupils with specific needs. Provide	Training time for class teachers and	In place & on-going	Pupils have increased access to the curriculum

<b>Priority/Target</b>	<b>Lead People</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteria</b>
differentiating the curriculum and increasing access for pupils with SEND.		staff training in-house and via external professionals based on identified needs, e.g. social stories.	support staff		Needs of all learners met
To have effective communication with parents/carers enabling supportive partnerships.	SLT  All staff	Provide staff training on conducting IEP/SEND review meetings and the importance of effective/sensitive dialogue. Encourage staff to have regular dialogue with parents/carers at the end of the school day on a regular basis.  Meetings with parents/carers of SEND pupils arranged.  Information sessions/Coffee Mornings scheduled.  SEND Parent Working Party established.	Training time allocated  Meetings arranged to discuss SEND policy and practice  Coffee Mornings and/or Information sessions for parents/ carers planned and implemented	In place & on-going	Parents fully informed of their child's progress and ways to support them  Staff are confident with discussing possible sensitive issues  Pupils are making good progress as a result of effective communication between home and school  Parents/carers have the opportunity to share their views on a range of SEND matters
To provide specialist equipment to promote participation in learning by all pupils.	SENDCOs	Assess the needs of pupils in each class and provide equipment as needed e.g. headphones, writing slopes, netbooks, specialist scissors or pencils, wobble cushions, etc.	Cost of specialist equipment	In place and on-going  Reviewed termly by SENDCOs	Children will develop independent learning skills. Increased access to the curriculum. Needs of all learners met. For example: <ul style="list-style-type: none"> <li>• Netbooks available for pupils with specific recording difficulty.</li> <li>• Writing slopes and support cushions for pupils who would find this beneficial.</li> <li>• Coloured overlays for pupils with visual</li> </ul>

Priority/Target	Lead People	Strategy/Action	Resources	Time	Success Criteria
					<p>difficulty.</p> <ul style="list-style-type: none"> <li>Specially shaped pencils and pens for pupils with grip/fine motor difficulty.</li> </ul>
To provide specialist sensory play equipment for disabled pupils	SENDCOs	Carry out an audit of need. Research and purchase play equipment which will enable children to make progress with their play and development e.g. larger/weighted balls, squidgy balls, bubbles, etc.	Cost of play equipment	By September 2016	<p>Pupils effectively using and enjoying sensory play equipment.</p> <p>Language, learning and social skills are enhanced.</p>
To improve the quality of provision for children with social, emotional, behavioural difficulties.	SENDCOs / HT/ Resources Committee	<p>Provide a Nurture Room where children who suffer from over stimulation, noise sensitivity, etc can receive supervision appropriate to their needs, including sensory.</p> <p>Deliver staff training on the six principles of nurture. Staff trained in nurture provision to support staff with embedding these principles.</p> <p>Nurturing group activities to continue with identified children.</p>	<p>Cost to develop the space/area</p> <p>Cost of soft furnishings including lighting, etc.</p> <p>Training time</p>	<p>From October 2015 (space)</p> <p>Autumn 2015 (training)</p>	<p>The school experience is enhanced for children with social, emotional behavioural difficulties.</p> <p>The number of incidents during playtimes/ lunchtimes and generally throughout the school day reduce.</p> <p>Pupils are emotionally settled therefore effectively learning.</p> <p>Staff confidence increases in terms of responding to incidents/emotions.</p>
To support pupils with transition to secondary school/other schools as appropriate.	SENDCOs/ Class teacher/ Teaching Assistant	<p>SENDCO to arrange meeting(s) with the new school staff. Parents/carers and the class teacher to also be invited.</p> <p>Staff from the new school to</p>	Release time for meetings with staff from new school or to implement transition activities	Summer term of each school year or as needed (if children transfer to another school during the school year)	Pupils will feel more positive about transition. They will have opportunities to ask relevant questions and discuss any concerns that they may have. The new school will be informed of

Priority/Target	Lead People	Strategy/Action	Resources	Time	Success Criteria
		<p>meet with the pupil and school staff, e.g. classteacher or teaching assistant.</p> <p>Discuss possible transition activities/arrangements, including visits to the new school and ensure these are actioned.</p>			any particular strategies/ approaches that are successful. They will be given any necessary background information. Smoother transition overall which will result in needs being met sooner.
<p>To track the progress and attainment of all pupils, including those with disabilities.</p> <p>To provide appropriate intervention as necessary, e.g. social skills groups, fine motor activities, speech, language and communication, anger management, etc.</p>	SLT/SENDCOs	<p>SENDCOs/Assessment Lead (with SLT) to analyse progress/attainment data and identify pupils in need of further intervention.</p> <p>Class teachers/support staff to provide appropriate interventions and evaluate their impact.</p>	<p>Pupil Progress Meetings (every half-term)</p> <p>Subject Leadership time</p>	On-going	<p>Individual children are rigorously tracked.</p> <p>Pupils who are underperforming are identified and appropriate interventions are planned, implemented and their impact is measured.</p>
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	<p>Class teachers</p> <p>SENDCOs</p>	Complete a sensory audit of each classroom, main hall, dining hall, etc. Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classrooms, for example Sound Field Systems, etc.		<p>Reviewed annually</p> <p>On-going</p>	<p>Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils</p> <p>Needs of all pupils will be met</p>
Access arrangements to meet the needs of individual pupils when taking tests etc. will be applied for and support provided when required, in line with published	Y6 Class teacher/ SENDCOs/ Assessment Lead	SENDCO will ensure appropriate testing and reports are provided in order to apply for access arrangements.	Time to collate evidence required	On-going	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.

Priority/Target	Lead People	Strategy/Action	Resources	Time	Success Criteria
procedures.					
To ensure that all children are able to access all out-of-school activities, e.g. clubs, trips, residential visits etc.	SENDCOs Class teachers	Review out-of-school provision to ensure compliance with legislation.		On-going	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.
<b>Written/Other Information</b>					
To ensure that all parents/carers and other members of the school community can access information.	SLT	Review all current school publications and promote the availability in different formats for those that require it, e.g. larger print. The language used needs to be clear and accessible wherever possible. The school will make itself aware of the services available through the LA for converting written information into alternative formats. Parents/carers who benefit from being given reminders for events etc will have access to this facility, e.g. reminded through a text message.		On-going /as needed	Written information will be provided in alternative formats as necessary for individual purposes.
To improve communication for any hearing impaired member of the school community.	SENDCOs/ Governing Body	To have the Sound Field System installed in the school hall.	Cost of Sound Field System £3500 (approx.)	By July 2018	Pupils, parents/carers and visitors who are hearing impaired will be able to access verbal information with greater success.
To improve information for any visually impaired member of the school community.	SENDCOs /SLT	Clear signage of key areas in school – larger print, pictorial representations, etc. Explore the possibility of the use of braille.	Cost of signs	By July 2017	Pupils, parents/carers, staff and visitors who have a visual impairment will be able to access information with greater success.