

ACCESSIBILITY PLAN

WHYTEMEAD PRIMARY SCHOOL

1. This Accessibility Plan has been drawn up in consultation with staff and governors of the school and covers the period from June 2016 to June 2018.
2. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Whytemead School will continually review the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:
 - Monitor access to the physical environment of the school, adding specialist facilities as necessary.
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum

- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- School Prospectus and Vision Statement
- Teaching and Learning File

8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by staff and will be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to access".
10. The school's website makes reference to this Accessibility Plan.
11. The plan will be monitored through the Governors' Resources and Premises Committee.
12. The school will work in partnership with the local education authority in developing and implementing this plan.
13. The Plan will be monitored by Ofsted as part of their inspection cycle.

Due for review June 2018

Accessibility Plan for Whytemead First School 2016 - 2018

Physical Environment	Targets	Strategies	Outcome	Time frame	Impact on Children
Ongoing	<ul style="list-style-type: none"> Continue to identify ways that disabled children can evacuate the building in event of fire Continue to consider accessibility issues in relation to school trips 	<ul style="list-style-type: none"> Staff to discuss and review specific, individual need and respond accordingly Is a chair necessary? Are all areas accessible to all? 	<ul style="list-style-type: none"> Able and disabled children evacuating the school as rapidly as possible. All pupils having equality of access 	Termly (in relation to fire drill) Needs will change as children grow Whenever a trip is planned	Safe routes reviewed on an annual basis as children change classroom
Ongoing	<ul style="list-style-type: none"> Ensure pupils can change soiled clothes in relative privacy Ensure good liaison exists with schools to which we feed pupils 	<ul style="list-style-type: none"> Keep under review 	<ul style="list-style-type: none"> Disabled pupils' privacy and dignity respected 	Ongoing	Children can change (or be changed) and showered if necessary
Ongoing	<ul style="list-style-type: none"> Identify ways to improve learning for specific individuals (induction loops for deaf children?) 	<ul style="list-style-type: none"> Liaise closely with specialist agencies Collect information on disabled 	<ul style="list-style-type: none"> Staff to receive appropriate training according to individual and specific needs Responding to identified need 	Ongoing Ongoing	Every child to have access to an enjoyable and relevant curriculum, making progress according to individual ability

	<ul style="list-style-type: none"> • Monitor the service we offer 	<p>stakeholders (if they choose to share)</p>			
Ongoing	<ul style="list-style-type: none"> • All out-of-school activities planned to ensure the participation of the whole range of pupils and compliance with legislation 	<ul style="list-style-type: none"> • All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements 	<ul style="list-style-type: none"> • Increase in access to all school activities for all disabled pupils 		Access for all
Ongoing	<ul style="list-style-type: none"> • Continue to make reasonable adjustments for staff who may fall within the remit of the DDA (eg accessible car parking) 	<ul style="list-style-type: none"> • Liaise with HR and OH 	<ul style="list-style-type: none"> • Staff feel supported • Managers updated with the most recent information 	Ongoing	Access for all
Ongoing	<ul style="list-style-type: none"> • Consult through PDP regarding adaptations which may need to be made to improve accessibility 	<ul style="list-style-type: none"> • Liaise with Premises Officer and Consultant linked to the school 			Children have a safe and fully accessible environment
Ongoing	<ul style="list-style-type: none"> • Ensure, where possible, representation on the governing body and staff group, of different groups of 	<ul style="list-style-type: none"> • Collect data • Approach specific members of the school and local community 	<ul style="list-style-type: none"> • The governing body and staff reflect the school community 	Data to be collected by staff sensitively	

	children at the school				
Ongoing	<ul style="list-style-type: none"> Representation of able and disabled children and young people in images available in the school environment 	<ul style="list-style-type: none"> Consider in relation to displays around the school, assembly, materials books etc 	<ul style="list-style-type: none"> Children from all groups identify with teaching materials / displays 	Ongoing	That every child matters
Ongoing	<ul style="list-style-type: none"> Positively discriminate in terms of governing body, visiting speakers 	<ul style="list-style-type: none"> Use SIMS data when vacancies on GB become available; when considering inviting in guest speakers etc. 	<ul style="list-style-type: none"> Children meet people with disabilities when disability is not the main focus of the meeting 	Ongoing	An increased understanding of diversity
Ongoing	<ul style="list-style-type: none"> For children to be exposed to positive role models 	<ul style="list-style-type: none"> Engage with 'Just Different' workshops on a 2-year rolling programme for Years 2 and 3 	<ul style="list-style-type: none"> Children to have opportunities to engage in discussion 	Rolling programme	Increased tolerance and understanding

Curriculum	Targets	Strategies	Outcome	Time frame	Impact on Children
Ongoing	<ul style="list-style-type: none"> • Training for teachers on differentiating the curriculum 	<ul style="list-style-type: none"> • Undertake an audit of staff training requirements 	<ul style="list-style-type: none"> • All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum 	Ongoing	Increase in access to the National Curriculum
Ongoing	<ul style="list-style-type: none"> • Training for teachers on differentiating the curriculum 	<ul style="list-style-type: none"> • Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. 	<ul style="list-style-type: none"> • Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available. 	Ongoing	Increase in access to all school activities for all disabled pupils
Ongoing	<ul style="list-style-type: none"> • Classrooms are optimally organised to promote the participation and independence of all pupils. 	<ul style="list-style-type: none"> • Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. 	<ul style="list-style-type: none"> • Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. 	Ongoing	Increase in access to the National Curriculum

Ongoing	<ul style="list-style-type: none"> • Training for Awareness Raising of Disability Issues 	<ul style="list-style-type: none"> • Provide training for governors, staff, pupils and parents. • Discuss perception of issues with staff to determine the current status of school. 	<ul style="list-style-type: none"> • Whole school community aware of issues relating to Access. 	Ongoing	Society will benefit by a more inclusive school and social environment.
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Delivery of Written information	Targets	Strategies	Outcome	Time frame	Impact on Children
Ongoing	<ul style="list-style-type: none"> Availability of written material in alternative formats (e.g. Braille) 	<ul style="list-style-type: none"> The school will make itself aware of the services available through the LEA for converting written information into alternative formats 	<ul style="list-style-type: none"> The school will be able to provide written information in different formats when required for individual purposes 		Delivery of information to disabled pupils improved
Ongoing	<ul style="list-style-type: none"> Make available school brochures, school newsletters and other information for parents in alternative formats 	<ul style="list-style-type: none"> Review all current school publications and promote the availability in different formats for those that require it 	<ul style="list-style-type: none"> All school information available for all 		Delivery of school information to parents and the local community improved
	<ul style="list-style-type: none"> Review documentation with a view of ensuring accessibility 	<ul style="list-style-type: none"> Get advice from HVSS on alternative formats and use of IT software 	<ul style="list-style-type: none"> All school information available for all 		Delivery of school information to pupils & parents with visual difficulties

	for pupils with visual impairment	to produce customized materials			improved.
	<ul style="list-style-type: none"> • Raise the awareness of adults working at and for the school on the importance of good communication systems 	<ul style="list-style-type: none"> • Arrange training courses 	<ul style="list-style-type: none"> • Awareness of target group raised 		School is more effective in meeting the needs of pupils