



Accessibility Plan Policy 2019-2022

Consultation that has taken place	Autumn 2019
Date Policy amended	Autumn 2019
Date formally approved by Governors	Autumn 2019
Date amended Policy became effective	Autumn 2016
Review Date	Autumn 2022
Person responsible for implementation and monitoring	SEND coordinator
Other relevant policies	SEND Policy, SEN Information Report, Annual SEND Report Inclusion policy, Safeguarding Policy, Managing Medicines Policy, Equality and PSED Policy

The Accessibility Plan should also be read in conjunction with Newcastle Local Offer Together they include details of:

- The school's admission arrangements for pupils with SEND or disabilities
- The steps school have taken to prevent pupils with SEND or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEND and disabilities. (*Children and Families Act 2014, Part 3*)

Introduction

The plan has been written to meet the requirements of school to carry out accessibility planning for pupils in compliance with Schedule 10 of the Equality Act 2010 and the SEND Code of Practice 2014. It identifies the action the school intends to take over a three year time scale to prevent disabled pupils or pupils with SEND from being treated less favourably than other pupils:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to enable disabled pupils to take better advantage of education and benefits, facilities and services provided or offered by the school
- Improve the delivery, to disabled pupils, of information which is readily accessible to pupils who are not disabled

See Equality Policy

Wyndham Primary School recognises its duty to:

- Not to treat disabled pupils less-favourably

- To make reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To plan to increase access to education for disabled pupils when required
- To publish an accessibility plan.

At Wyndham Primary School we are committed to an inclusive curriculum and increasing access to the school's facilities for all by:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the school
- Improving the delivery to disabled pupils, parents carers and visitors of information which is already available to those more able

The definition of disability under the Equality Act 2010 states that a person has a disability:

If they have a physical or mental impairment that has substantial and long term adverse effect on their ability to carry out normal day to day activities.

The Building

- The perimeter is safe and secure and has electronic gates which are operated by office staff to allow access throughout the day
- Lighting has been installed in the car park to light the pathway during winter evenings
- There is also a designated disabled car parking space in the car park.
- The building is easy to navigate with grounds that are maintained to support children's physical and sensory needs
- The main building is on two levels, wheel chair access can be obtained through the main reception entrance.
- The toilet adapted for disabled users is situated next to the entrance foyer
- A lift is available to provide wheelchair access to the upper floors
- A ramp provides access for wheel chair users to the KS1 play area
- All classrooms, offices and corridors are carpeted to improve acoustics
- Handrails are placed throughout the building starting before the first step and finishing after the last.
- All doors are wide and will provide suitable access for wheel chair users.
- Toilets are accessible around the building
- Safety measures in the dining hall include cutlery placed in cutlery trays at an angle to avoid accidents
- Yellow warning signs are used to highlight wet floors and signage is used to inform all of the possibility of hot surfaces.
- The Early Years Foundation Stage is made up of two indoor classrooms, and a garden that is used for outdoor learning and supporting physical and sensory development.

Information

Pupils at Wyndham Primary School includes children with difficulties in Communication and Interaction, Cognition and Learning Needs, Social, Emotional and Mental Health Needs and Sensory and Physical Needs. This has involved us in liaising with a variety of professionals to ensure that we provide the best possible outcomes for our children with disabilities. We have a number of children in each class who use their inhalers to alleviate their asthmatic condition. Inhalers are carried around the school to provide immediate relief to those in need. Competent first aiders hold current first aid

certificates. All medication is kept in a safe and secure place. The medical room is well equipped and is used to provide privacy for those in need.

When a child is admitted with a medical condition, relevant training is sought by the Managing Medicines lead and an Individual Health Care plan is put into place. (See Managing Medicines Policy)

Transition meetings are held between class teachers each year. A thorough system of reviews takes place for children on the SEND register and for those who have disabilities. Medication use is discussed with parents, carers and professionals where needed. Where children have significant health problems, all appropriate adults are informed and photos are displayed on the class notice board and/or the kitchen wall to highlight a food allergy.

Curriculum

This includes teaching and learning at school and the wider community and includes extra-curricular activities and educational visits.

Through knowledge of our pupils needs, self –evaluation and continued professional development, we aim to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all children. We aim to meet every child’s needs within mixed ability, inclusive classes.

It is a core value that all children are able to participate fully in school life. All children have the opportunity to participate in age relevant extra-curricular activities both before and after school. All children are included in a range of educational visits which support our creative curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments (EVOLVE).

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet their needs and their preferred learning styles. We endorse the key principles that underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils’ diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The three areas to be considered in the plan are:

- **Improving education and related activities** – Wyndham Primary School will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the NHS Trusts.
- **Improving the physical environment** – Wyndham Primary School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improving access, lighting, acoustic treatment and colour schemes as well as more accessible fixtures and fittings.
- **Improving the provision of information** – Wyndham Primary School will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

How appropriate is the current provision?

Staff are highly aware that effective communication of the issues faced by disabled pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation and planning visits. Continuing Professional Development needs are addressed as they arise and are tailored to the needs of the staff and their knowledge.

Provision in an emergency

Evacuation

If a child has a specific need then an evacuation plan will be developed with a named adult(s) responsible for their evacuation in an emergency. There are regular evacuation practises which are monitored and follow all safety procedures.

In the event of a need for evacuation, plans are in place to protect pupils and adults from harm including:

- **The fire alarm will sound**
- Follow evacuation plan
- Children leave building in a calm manner and line up in designated space (far side of playground)
- Designated members of staff to check toilet areas
- Children are counted
- Staff bring:
 - Medication baskets (inhalers)
 - Green and red cards
 - Walkie talkies
 - Grab bags and waterproof blankets
 - Close doors when leaving the building
- We stay outside until the premises have been checked and the Head Teacher or designate allows us to return

Lockdown

If a child has a specific need then a lockdown plan will be developed with a named adult(s) responsible for their wellbeing in an emergency. There are regular lockdown practises which are monitored and follow all safety procedures.

In the event of lockdown procedures are in place to protect pupils and adults from harm including:

- The evacuation alarm will sound
- Children involved in outdoor education to return to the main building immediately
- Closing all blinds at windows
- Ensuring outer doors are locked
- Combining classes (6 and 5, 4 and 3, 2 and 1, reception, Nursery and Playgroup) to ensure there are members of staff available to support pupils
- Medical kits between each class
- Medication baskets moved with the children (inhalers)
- Walkie talkies between each class
- Walkie talkies are checked daily for operational order
- Designated safe spaces, between classes to provide a calm area for those who need privacy
- Children accounted for and collective calm activity to ensue (story or Interactive whiteboard activities)
- We stay in lockdown until told otherwise by the Head Teacher

The most recent projects have included:

Evacuation training for all members of staff

- Radio communication has been installed between each classroom, in the Sports Hall and in the main corridor (to be used when classes have PE outdoors)
- Ensuring windows are obscured (blinds or opaque film) in preparation for lockdown
- Relocation of Lead Professionals office
- Installation of electronic gates at the front and rear of the school
- Grab bags are in place in strategic points around the school
- The installation of a Sensory Room
- Sensory areas in each classroom
- Staff training to use the defibrillator.
- Medical room relocated and furnished appropriately

Targets for 2019-2022

Monitoring will be undertaken by the Finance, Premises and Staffing Sub-Committee of the Governing Board with advice from key professionals.

Target	Strategies	Timescale	Success Criteria
To ensure that we are an inclusive school and that all children who are admitted with a disability are included in the subject plans where appropriate	To liaise with external services and agencies; Speech and Language, CYPS, SENTASS, Educational Psychology Service	Ongoing from October 2019	The needs of all Children are matched in lesson planning. All pupils, parents, visitors have access to the whole school and outdoor space.
To ensure that Pupils with disabilities are able to access the school curriculum more easily	Information gathering at all key points of a child's education	Ongoing from October 2019	All staff will have the information they need to ensure children with disabilities have access to the curriculum
To ensure all written communication is as clear as it can be for all groups of children/families	When appropriate: Alter font size, colour and layout Ensure newsletters are accessible to all families Audit signage around school to ensure accessibility	Ongoing from October 2019	Children and families will receive information that is relevant and accessible. Use of CPOMS
To ensure safety of all users at Wyndham	School site is secure: Secure electronic perimeter gates Fobbed doors	Ongoing from October 2019	Nobody able to gain access to the school site unless authorised.

			Pupils unable to leave the school site unless authorised.
To continue to develop the role of the Lead Professional	To develop effective partnership working to support children and families.	September 2016 onwards	Outcomes for children are improved and there is timely action between partners and outside agencies. Happy and content pupils, parents and visitors.
To continue to ensure that medicines are managed safely in school	All children receiving medicines at school must have a current Individual Health Care Plan (See Managing Medicines Policy) Ensure there is sufficient space and resources to support pupils.	On going	All medicines are managed safely and are administered by trained staff (See Managing Medicines Policy) All full- time LSA's are trained in First Aid All pupils who need a Health Care Plan have one.
To ensure that Staff training is appropriate to need	Staff are trained to meet pupil needs	On going	Staff are prepared and confident to work with pupils who have special needs
To have a school building which meets the needs of all those associated with the site	To capitalise on funding and available grants for planning for school site and building	On going	To have a school which meets the needs of all those associated with the site

Reference: <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>