



WESTGATE PRIMARY SCHOOL

ACCESSIBILITY PLAN 2018- 2021

1 Improving Physical Access at Westgate Primary School

Target	Action(s)	Outcome	Timescale and cost	Success Criteria
To improve signage and display through school	<ul style="list-style-type: none"> • Ensure all internally-produced signage adheres to RNIB advice regarding clarity and contrast • Ensure contrasting borders are used to clearly demarcate display • Update school Display Policy to reflect this • Disseminate the Policy to all staff • Monitor its implementation 	<ul style="list-style-type: none"> • All displays and other signs in school are clear and easy to read, taking into account the visual needs of pupils, staff and visitors 	ongoing	<ul style="list-style-type: none"> • Visually impaired visitors, staff and pupils can access learning displays and other internally produced signs.
To establish accessible parking for disabled visitors to school	<ul style="list-style-type: none"> • Work with Leeds City Council to relocate disabled parking bays onto Scarborough Road near to the main entrance. • If not possible to relocate disabled parking bays, re-mark school car park and improve signage above ground for disabled bay. 	<ul style="list-style-type: none"> • At least 1 disabled parking bay is available to visitors to school • Disabled visitors have easy access to our building 	2018-19 Cost for car park re-marking if needed TBC	<ul style="list-style-type: none"> • School is easily accessible on foot and by car to visitors with impaired mobility and wheelchair users • Wheelchair users and not discriminated against when accessing the school building
To improve access to school events for disabled visitors to school	<ul style="list-style-type: none"> • Ensure that parent consultation evenings are accessible by relocating all appointments for teachers to the school hall with access through the school main entrance. • Provide early access to school performances for disabled visitors • Ensure school events and parent meetings take place on the ground floor, in the KS2 building, wherever possible. 	<ul style="list-style-type: none"> • Wheelchair users have equitable access to parent consultation evenings, school performances and other school events 	2018-19 No cost	<ul style="list-style-type: none"> • Wheelchair users access school events in the same way as non-wheelchair users

Target	Action(s)	Outcome	Timescale and cost	Success Criteria
To improve access for hearing impaired visitors and families	<ul style="list-style-type: none"> • Check functionality of Induction Loop and replace if necessary • Clearly signpost the availability of an induction loop to all visitors through universal signage • Ensure the Induction Loop is easily accessible at all times • Ensure office staff are trained in the use of the Induction Loop 	<ul style="list-style-type: none"> • Hearing impaired visitors to school have access to an Induction Loop whenever they need or request one. 	2018 £210 if a new induction loop is required	<ul style="list-style-type: none"> • The availability of an Induction Loop is clearly publicised to all visitors • Hearing impaired visitors are able to fully participate eg in meetings through the use of an Induction Loop if they wish • Staff are confident in the use of an Induction Loop
To improve differentiation of doorways for visually impaired visitors, staff and pupils	<ul style="list-style-type: none"> • Plan for interior redecoration so that all doors are visually differentiated, either through a contrasting colour door or door surround. • To action: Y3/4 doors to playground; KS1 building internal doors 	<ul style="list-style-type: none"> • Environment audit shows that all doors have contrasting door/ frame colourways 	By end 2019 Decorating costs TBC	<ul style="list-style-type: none"> • All doors, interior and exterior have a contrasting door frame/ door colour • Doors are clearly differentiated for visually impaired staff, pupils, visitors

2 Improving Curriculum Access at Westgate Primary School

Target	Action	Outcome	Timescale and cost	Success Criteria
To ensure classrooms are accessible for children with autism spectrum condition, pragmatics difficulties, attention difficulties and specific learning difficulties	<ul style="list-style-type: none"> • Declutter learning environment • Create work stations for children who require a personal workspace • Audit learning displays for relevance, use and necessity • Implement a 'clear desk policy' 	Physical learning environment is suitable for children with a range of needs, providing appropriate stimulation and support.	2019	<ul style="list-style-type: none"> • Children with a range of difficulties are enabled to sustain concentration and focus • The learning environment reflects individual needs for
To increase staff expertise in supporting children with specific learning difficulties in accessing the curriculum as part of a dyslexia-friendly school	<ul style="list-style-type: none"> • Access training for teachers and TAs available centrally on supporting children with specific learning difficulties • Establish a graduated approach to intervention for children with specific learning difficulties 	Consistent provision for children with specific learning difficulties. Staff are confident delivering a range of interventions relevant to children's individual needs	Staff meeting time Local authority training costings	<ul style="list-style-type: none"> • Children with specific learning difficulties make increased progress. • Children with specific learning difficulties show increased emotional wellbeing and confidence

Target	Action	Outcome	Timescale and cost	Success Criteria
To increase access to extra-curricular activities for pupils, regardless of background, gender or additional needs	<ul style="list-style-type: none"> • Analyse take-up of extra-curricular activities and identify target groups/ individuals to increase access • Access funding from Extended Services cluster to facilitate access • Improve communication with target families to encourage better take-up of extra-curricular and holiday activities 	Children from disadvantaged backgrounds, and/ or with SEN access a wide range of extra-curricular opportunities, regardless of gender or ethnicity.	Staff time Funding for holiday activities from the cluster	<ul style="list-style-type: none"> • All children are able to pursue their interests and talents, enabling them to develop fully as learners and as citizens.
To increase staff expertise in enabling children with communication difficulties to access the curriculum	<ul style="list-style-type: none"> • Access training for Talk Boost- a EYFS/ KS1 speech & language intervention • Implement the intervention • Evaluate its impact 	Staff in school are able to identify children with speech & language difficulties and appropriate support can be put in place.	2018- 2020 £500+	<ul style="list-style-type: none"> • Children with speech & language difficulties are identified early, referred for appropriate support and programmes of intervention are implemented which enable them to make good progress.
To ensure access to a broad and relevant curriculum for children with ASC as an Autistic-Spectrum-Condition friendly school	<ul style="list-style-type: none"> • Access training for all staff on working with children with Autistic Spectrum Condition 	Children with autism and related difficulties have access to skilled support which enables them to progress through access to the universal curriculum and a personalised curriculum. School has a Level 3 AET trained lead autism practitioner in post.	2018-19 Costings TBC for L2 Autism local authority training for whole staff; release time for staff to attend autism lead practitioner networks.	<ul style="list-style-type: none"> • Children with autism are included effectively in learning while accessing personalised pathways which enable them to maximise their progress academically and with social interaction and understanding.
To ensure curriculum displays are accessible to all	<ul style="list-style-type: none"> • Update school Display Policy to incorporate best practice, particularly for visually impaired staff, pupils, families and visitors 	School displays take account of the needs of children and adults with visual impairment or other visual difficulties, eg Irlens Syndrome	Ongoing No cost	<ul style="list-style-type: none"> • Displays use appropriate text/ background colour contrast; clear font; borders and backing paper choices define space and are clearly differentiated from display content.

3 Improving Delivery of Written Information at Westgate Primary School

Target	Action	Outcome	Timescale and cost	Success Criteria
To ensure all visitors and staff know how they can access key information	<ul style="list-style-type: none"> • Signpost/ advertise the availability information- its location, formats- clearly through: <ul style="list-style-type: none"> ○ Newsletters ○ School website ○ Visual information in school ○ Welcome and Induction packs 	Key school information is easily accessible in an appropriate format, electronically or as a hard copy	Ongoing	<ul style="list-style-type: none"> • All stakeholders know how to access key information. • Staff can direct stakeholders and members of the public to/ provide them with key school information in a timely manner.