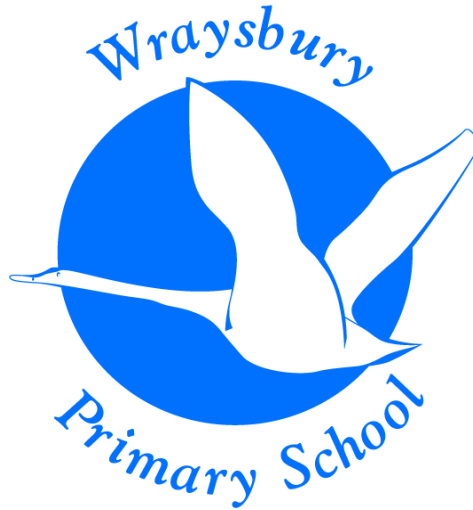


Accessibility Plan



Welley Road

Wraysbury, Staines

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Approved by Resources Committee:

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Wraysbury Primary School Accessibility Plan – 2022 to 2025

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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

At Wraysbury Primary School we are committed to working together. We are a happy, motivated community; maximising progress and self-confidence for all. No Limits to Learning!

1) The Wraysbury Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and discussions with pupils, parents, staff and Governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies.

The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Wraysbury Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Wraysbury Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- 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 their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information will be made available in various preferred formats within a reasonable timeframe.

5) The Wraysbury Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan will be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour and Anti Bullying Policy
- Curriculum Policies
- Critical Incident Support Plan (Emergency Plan)
- Equal Opportunities and Equality Policy
- Health & Safety Policy
- School Prospectus
- School Development Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Resources Committee.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010

1. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils, parents and other stakeholders.

Our objectives are detailed in the Action Plan below.

2. Current Good Practice

We ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of our data review each year.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with severe SEN, school trips for pupils with medical needs; There are very few parts of the school to which disabled pupils have limited or no access at the moment.

Curriculum

At present we are able to offer the curriculum to all of our pupils including those with disabilities.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a two storey building in parts with narrow and wide corridors and several access points from outside. FS, KS1 and UKS2 areas are all on the ground floor with door access to all rooms. The hall is on the ground floor and is accessible to all. At present there is no lift- but nobody requires a lift. Plans have been drawn up to provide one if the need arises. On-site car parking for staff and visitor includes one dedicated disabled parking bay. All main entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure area. There are disabled toilet facilities available, one in the KS1 area and one outside the Hall. Both these are fitted with a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

- The Governors and Senior Leadership Team will work closely with the Local Authority.

6. Future Plans

At present the school is considering remodelling and extending the parking areas of the school as well as building a Nursery/Health Hub.

6. Action Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

To promote the involvement of disabled students in classroom discussions/activities

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To liaise with Nursery providers to review potential intake	To identify pupils who may need additional to or different from provision	Ongoing yearly	EYFS teachers	Procedures/equipment/ ideas set in place by Sept
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families. To employ a family support worker.	Ongoing throughout the year	HT All Teachers, Family Support Worker	Clear collaborative working approach. Family Support Worker in post
	To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, epilepsy, autism.	To ensure collaboration between all key personnel	Ongoing	HT Teachers TAs Outside agencies Inclusion Leader	Clear collaborative working approach
	To ensure full access to the curriculum for all children.	Outside Play visits; Employment of specialist advisory teachers; CPD for staff <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of The Engagement Model levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 	Ongoing	Teachers Inclusion Leader Special School Liaison Ed Psych	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum.

	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
Medium Term	To review attainment of all SEN pupils.	Inclusion Leader/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers Inclusion Leader	Progress made towards ISP targets Provision mapping shows clear steps and progress made
	To monitor attainment of Able, G & T pupils	Policy and Able G&T list to be updated Able G&T booster groups/activities Monitor Able G&T list	Ongoing Annually	Able G&T co-ordinator Class teachers	Able G&T children making proportionate progress. Achieving above average results
	To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Additional swimming lessons • Elkkan training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole School Approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
Long Term	To evaluate and review the above short and long term targets annually	See above	Annually	SMT, Core curriculum co-ordinators Governors	All children making good progress.
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	Finance, Buildings and Lettings Committee Governors Premises Staff	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas. (Some areas may not be for a specific reason)	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Ensure annotated plans for individual disabled children as part of the ISP process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible
	To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual Health plans where needed.	With immediate effect, to be constantly reviewed	Head Teacher Welfare Assistant	
	To establish and ensure a safe, nurturing space. (The Doug Out)	Ensure the room is appropriately furnished to meet the needs of the children who need it. Ensure the room is being used appropriately.	With immediate effect, to be constantly reviewed	SENDCo	The Doug Out will be an effective way of supporting pupils when needed

Medium Term	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off and pick up children • Offer a telephone call to explain letters home for some parents who need this, keeping copies in the Office and talk through when required • Adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect, to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
	To improve community links	School to continue to have strong links with schools in such as Manor Green Special School the wider community.	Ongoing	SMT All Staff	Improved awareness of disabilities/the wider community and the world and their needs Improved community cohesion
Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole School Approach	Inclusive child-friendly play areas
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 5 children	Ongoing	PSHE Co-ordinator SMT	No accidents
	To maintain accreditation of Active Mark	Continue to work towards Active Mark and Eco schools targets	Ongoing	PE Leader Eco Leader Whole school approach	Achievement of award
	To develop the School Travel Plan	Governors to review the travel plan, develop the front of the school and car park in order to improve access for disabled children and parents	Ongoing	Governors	Car park and entrance to the school developed

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access the curriculum
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Keep letters simple, use of texts • Raising awareness of font size and page layouts • Auditing signage around the school to ensure that it is accessible to all 			
Medium Term	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> • Records passed up to each class teacher in profiles • End of year class teacher meetings • Annual reviews • ISP meetings • Medical forms updated annually for all children • Personal health plans Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom	Annually	Class Teachers Outside Agencies SMT Office Staff	Each teacher/staff member aware of the children in their classes
Long Term	In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT	Effective communication of information about disabilities throughout school.