

Wickhambrook Primary Academy



'Striving for excellence, creating a limitless future'

Accessibility and Inclusion Plan and Policy

Last reviewed: Spring Term 2018
To be reviewed by: Spring Term 2019

We are committed to providing an accessible and inclusive environment which values and includes; all pupils, staff, parents and visitors, regardless of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, 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.

This Accessibility Policy and Plan are written in compliance with The Disability Discrimination Act (1995) and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. These acts were introduced with the aim of ensuring that all disabled people have an opportunity to participate equally in society.

This Accessibility and Inclusion Policy and Plan are to be read in conjunction with the SEND Policy and Supporting Children at School with Medical Conditions Policy.

Definition of Disability

Disability is defined by the Equality Act 2010 section (6), where 'a person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. With regards to disability, our responsibilities are largely as follows:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

As well as our pupils and staff, we make sure that other people who visit or use Wickhambrook Primary Academy can use our facilities with ease. We want to provide an accessible and comfortable place for everyone who uses it.

The Purpose and Direction of the Academy's Plan

At Wickhambrook Primary Academy we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Wickhambrook Primary Academy promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our Academy strives to be an inclusive school that values diversity. We actively seek to remove the barriers to learning and participation than can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

In the Academy we actively consult with parents/carers and pupils, involving them as much as reasonably possible in decision making processes. The School Council is an effective forum with the school councillors meets with a governor as well as with a member of the teaching staff. Children are involved in the target setting process and children with Individualised Education Programs (IEP's) are involved in their reviews. Annual parent/carer surveys and pupil questionnaires are given and parental views are sought in the drafting of key Academy policies.

The Accessibility Plan sets out the Academy's proposals to increase access to education for disabled pupils in the following areas:

- To improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the Academy and physical aids to access education.
- To increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for adult life as are non-disabled pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-academy clubs, leisure and cultural activities or educational visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.
- To improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed period of time.

Our action plan ensures that:

- The Academy draws on the expertise of external agencies to provide specialist advice and support
- The SENCo has an overview of the needs of disabled pupils
- There is appropriate deployment and training of support staff
- Successful practice is shared within the school and other schools within our locality
- Disabled pupils have access to extra-curricular activities

Current Arrangements

Physical Environment

The main building is on one level and all classrooms have step-free access. The physical access to Wickhambrook Primary Academy has improved considerably with the completion of a rear extension with ramp access circa 2009/10. A new window and door replacement project in 2015 widened external doors to 4 out of 5 classrooms with direct outside access. The main Academy building also incorporates an accessible toilet.

The 2 new classrooms at the rear of the playground were completed in 2017 and also incorporate an accessible toilet.

The playground and field are fully accessible.

In the event of fire evacuation, the Academy's Fire Emergency Plan lays down the basic procedures for the safe and efficient evacuation of the school building. These procedures are adapted to meet the specific needs of individuals. Such procedures are discussed with the pupil and parents and are formalised by way of Personal Emergency Evacuation Plan (PEEP).

There are two evacuation assembly points, on the playground at the front of the building and on the field at the rear of the building. Both are easily accessed from all classrooms.

We always strive to make 'reasonable adjustments' to our building and site to further improve physical access.

Curriculum Access

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

In supporting pupils with a range of disabilities including sight and hearing and physical disability, as well as learning difficulties of varying degrees we call upon the advice and expertise of a range of professional services. These include: Speech and Language Therapists (SALTs); Hearing Impaired Advisory Teachers; Paediatric Occupational Therapists; School Nursing Team. Decisions are made on an individual basis with due regard to the children's needs. Such assessments are carried out as per the schools SEND Policy.

Teaching staff understand that pupils have different ways of learning and adapt their lessons to the different groups within their class. Staff are aware of how to access additional advice and support for individual children who need specialist help from external sources. The SENCo liaises closely with external agencies to provide this support and advice.

Pupils at Wickhambrook Primary Academy have always been able to participate fully in a wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included:

- Residential trips to Grafham Water (Y6)
- School Camp (Y5)
- Sports Clubs
- Dance lessons
- Cornet lessons
- Educational visits
- Swimming lessons (both in our own school pool and at Haverhill Leisure Centre)

Arrangements for play, recreation and other aspects of a child's social development are incorporated into the child's in-school Health Care Plan or the more formal Educational Health Care Plan. The suitability of any event and the need for additional support is discussed fully with the parents/carers in advance.

Access to Written Information

We currently have a number of ways in which we communicate with parents, carers and pupils. These include:

- Repeating information whilst speaking at parent attended assemblies and parent's evenings
- Letters are sent home about specific events and projects
- Weekly ParentMail newsletters – The Wickhambrook Weekly Word
- ParentMail – emails and SMS
- Termly Class Newsletters
- Information published on our website
- Telephoning parents or speaking to them face-to-face when we know they cannot read the information sent home

In the classroom setting, access to written information and resources is ensured through a number of ways including: using green paper or coloured overlays for children with visual difficulties; the use of laptops and assistive technology; enlarged texts; specialist reading material (Barrington Stoke and Rapid Reading books) and equipment such as writing slopes, seat wedges and visualisers.

Monitoring and Review

This policy will be reviewed in line with the school's policy review cycle.

Chair of Governors..... Rachael Ward

Spring Term 2018

Date of Review: Spring Term 2019

Accessibility Plan

2018-2019

This plan is updated in line with issues that may arise from health and safety termly audits.

	Objectives	Action			Timescale	Success Criteria
		How	Who	Resources		
	<p>To improve physical access to the school wherever possible</p> <p>(We recognise that due to the age and physical layout of the building, this may not be possible in all areas)</p>	<p>New carpet in Year 2 and 3 to eliminate triphazards. This should feature and embedded door mat that also prevents trip hazards.</p>	<p>Head/Trust</p>	<p>School budget</p>	<p>By Autumn 2018</p>	<p>Improved and safer access to key areas for all.</p>
		<p>To ensure white step lines indicating a change in floor level are painted yearly (or before if required)</p>	<p>Mr Smith</p>	<p>Cost of paint</p>	<p>Summer term on going (2018)</p>	
	<p>Classrooms are optimally organised so far as reasonably practicable to promote the participation and independence of all pupils</p>	<p>Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables for individual children.</p>	<p>Class Teachers in conjunction with Head/Trust and SENCo</p>	<p>Cost of replaced furniture</p>	<p>Ongoing</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support and independently access their learning. All pupils have access to the National Curriculum. (see SEND offer for more</p>

						information)
	Ensure all children on the SEND Register have a one plan in place.	One plans are reviewed termly in-line with Pupil Progress Meetings.	SENCo / class teacher/ parents/ child	N/A Staff meeting time	Ongoing Termly review	One plan will be in place to record the support, progress and further needs of SEN pupils.
	All extra-curricular activities (both on-site and off-site) are planned to ensure they are accessible to all children.	Liaise with internal and external providers to ensure compliance with legislation.	All staff. External sports clubs led by PE Subject Leader.	N/A	Ongoing	Increased access to all school activities for all pupils. All activities will be conducted in an inclusive environment. This includes the use of PPG money to support
	To ensure that pupils have the correct equipment to fully support their postural needs.	Teachers and Senco to seek advice from Occupational Therapists regarding the required seating for identified pupils	CH and KT to liaise with OT	Wedge and step to be ordered and used around school wherever possible to support identified pupil.	Autumn 2017	Ensure identified children have the correct equipment to support their learning
	To ensure that staff/visitors/pupils can navigate the school environment independently.	Ensure all passage ways in school are kept clear at all times to allow access.	All staff	Storage for coats and bags	On going (Regular checks)	Identified pupils and visitors will be able to move freely throughout the school.

	To support parents in accessing/ completing written documentation.	Ensure that information to parents and application forms are written in clear and concise language.	Office staff to support in reading/ completing letters and forms.	NA	Ongoing as required.	All parents will be able to access written documentation

Curriculum Physical Environment

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	To ensure that all pupils have equal access to written materials.	Green paper (or other as necessary) used for day-to-day resources. Adapted SATs papers to be ordered by deadline.	Class Teachers in liaison with SENCo. Assessment Lead in liaison with SENCo.	Essential/SEN Budgets N/A	Ongoing	All pupils will have equal access to resources and written materials.
	To ensure that staff feel confident in planning to meet the needs of current pupils with disabilities.	Organise training for teachers, where required, on differentiating the curriculum to meet	SLT /Trust / Class teachers	CPD costs – (where external)		Where required, teachers are able to meet the needs of pupils with disabilities with regards to

		the needs of pupils with physical disabilities (particularly cerebral palsy).				accessing the curriculum.
	To raising disability awareness amongst the whole school community.	Work with external groups to raise awareness amongst staff and pupils on living with disabilities.	SLT to organise a date for Tics training in school and dyslexia awareness for all staff.	Overtime for LSA's	Autumn 17 and Spring 18'	Whole school community aware of issues relating to equality and disability.