



Accessibility Plan

Updated: September 2020

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfE in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.'

Key Objective

To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils, staff, volunteers and visitors with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and the operation of the school's SEN Policy.

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework which underpin the development of a more inclusive curriculum;

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

a) Education and related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers and appropriate health professionals from the local NHS trusts.

The school's SEND Leader, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum, and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.

Staff will be provided with appropriate training to enable them to devise a curriculum, which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) Physical environment

The school design is suited to providing wheelchair access. Recent building and grounds work complies with the DDA.

The 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.

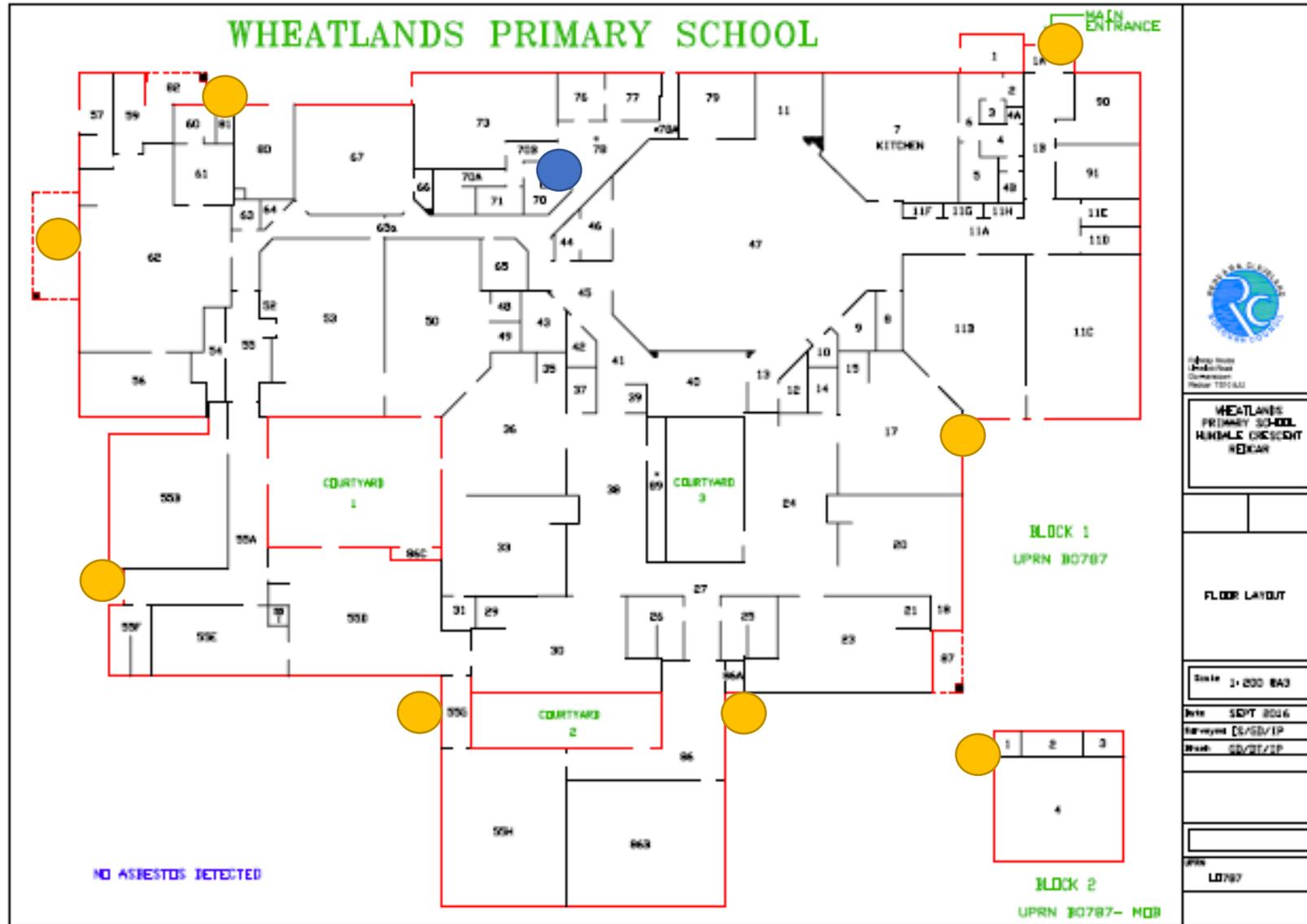
c) Provision of Information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

This policy will contribute to the review and revision of related school policies/documents such as:

- School Improvement Plan
- SEN Policy
- Equality Statement

This plan of the school building shows areas of accessibility



- Disabled toilet
- Accessible door

WHEATLANDS PRIMARY SCHOOL
HUNDELE CRESCENT
WELSH

FLOOR LAYOUT

Scale 1:200 BA3

Date: 01/07/2016

Drawn by: DS/SD/1P

Check: SD/ST/1P

UPN: 10787

An Access Audit was carried out by the HT and Caretaker in September 2020. A number of recommendations were made as follows:

Access Report Ref.	Item	Activity	Timescale	Cost
1.	Raised pavement at access to KS2 door	Re-paint a yellow line to identify the edge of the paving.	October 2020	£20
2.	Outdoor lighting on playground	Install lighting on the playground to increase visibility and reduce the difference when coming in from outside	December 2020	£500
3.	Replace fire door in the mobile classroom	Arrange a quote to replace door	December 2020	£500

Schedule 21: Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing	

Schedule 22: Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Autumn Term 2020	High	SLT release costs		
2	Interventions	Phase Leaders to audit current interventions and their success/impact on progress.	Autumn Term 2020	High	Resourcing costs of identified areas to develop		
3	Classrooms are organised to promote the participation and independence of all pupils	Phase Leaders to carry out an audit of resources and teaching to ensure that lessons are planned to meet the needs of all pupils in the class.	Autumn Term 2020	High	Possible resource implications where gaps are identified		
4	Staff training in the production, implementation and review of provision maps.	SENDCo to deliver staff training.	From the start of autumn term	High			
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	SENDCo to identify gaps in knowledge and seek external advice if necessary	Autumn and Spring Term 2020/2021	High	External specialist costs		

Schedule 23: Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing		Not applicable		
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing		Not applicable		