

The background features three blue circles of varying sizes and two thin blue lines. One line starts from the top left and extends diagonally towards the center. Another line starts from the top right and extends diagonally towards the bottom right. The circles are positioned in the upper and lower right areas of the page.

Whartons Primary School Accessibility Plan

Date of Policy: **February 2017**

**Member(s) of staff
Responsible: Governor Resources Committee**

Review Date: **February 2019**

At The Whartons Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 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.

Objectives

The Whartons 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Whartons 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 should be made available in various preferred formats within a reasonable timeframe.

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

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.

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

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

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.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

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The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

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

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

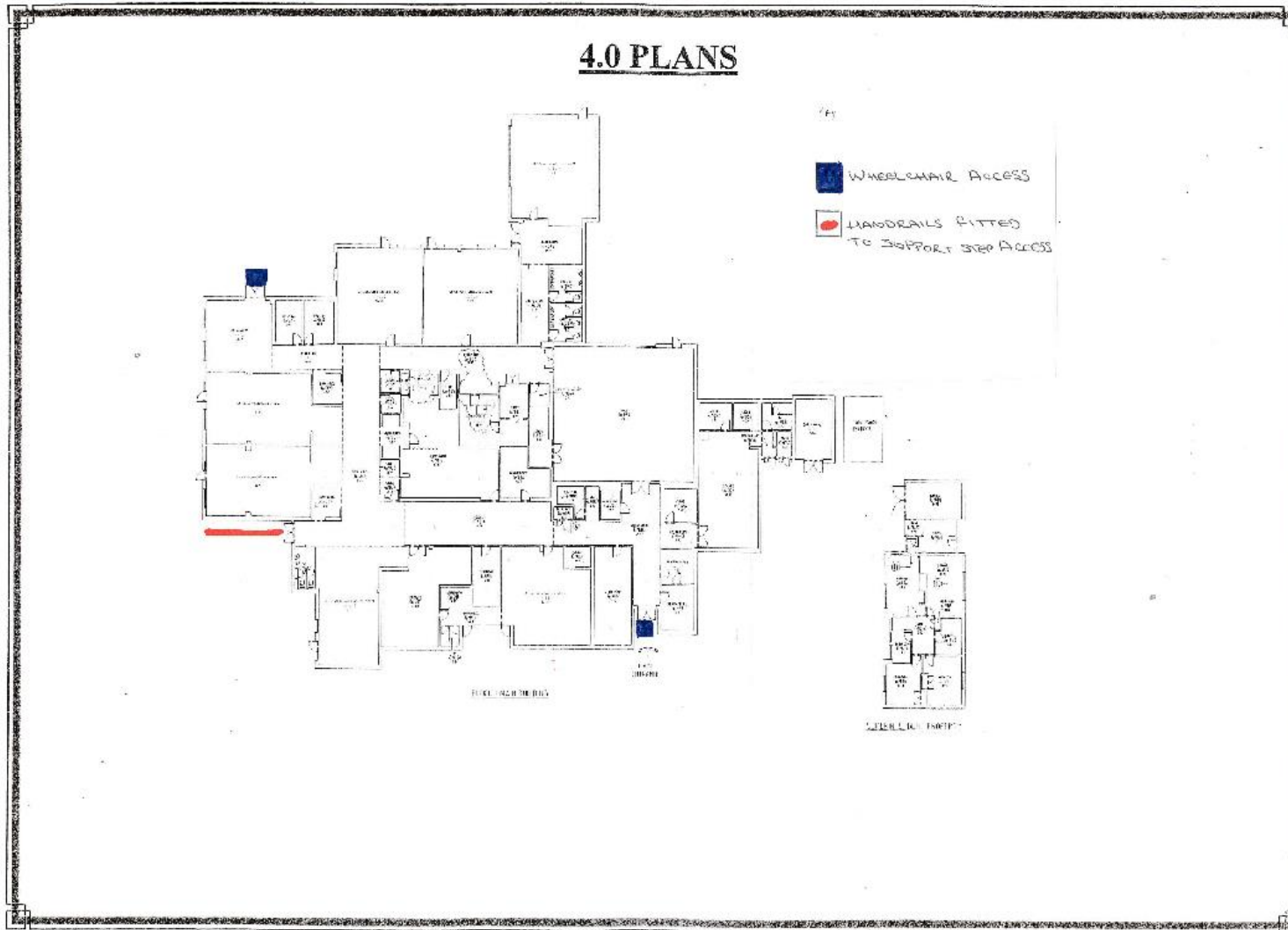
The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Deputy Headteacher - Inclusion Leader and SENCo**
- **Office and Finance Manager**
- **Site Superintendent**

A plan of the school buildings showing areas of accessibility is shown below

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An Access Audit was carried out by the Site Superintendent and Health and Safety Governor in February 2017. A number of recommendations were made as follows:

Access Report Ref.	Item	Activity	Timescale	Cost
1.	Wheelchair access to EYFS/KS1 playground	Alternative access to free flow EYFS area and KS1 playground other than through KS2 playground. Purchase a mobile ramp to be used at free flow door in reception class or moved to Y4 external door.	2016/17	Price to be sourced
2.	Door widths	When doors are coming up for replacement, increase door width and decrease side panel width.	2018/19	Price to be sourced
3.	External Fire Exit Doors	Continue regular maintenance of yellow paint to door threshold	Ongoing	£50 per year
4.				
5.				

Schedule 21: Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing		
2	Wheelchair access to free flow outdoor area in EYFS and KS1 playground	Enable wheelchair users to access free flow outdoor area in EYFS and KS1 playground independently via a mobile ramp.	2016/17	Medium	quotes sought			
3	Disabled parking	One space in place at front of school Maintain signage and monitor use	Ongoing	Medium	None			
4	Disabled Toilet	In place in entrance hall, None in KS1. Consider putting in one as part of future renovations	2019/20	Low	Source quotes			
5	Changing and Shower facilities	Consider putting in facilities as part of refurbishment	2019/20	Low	Source quotes			
6	Rear Car park surfacing	Consider resurfacing	2019/20	Low	Source quotes			
7	Personal Emergency Evacuation plans written	When needed as part of SEND provision individual evacuation plans need to be written for children. The plans need to identify routes of away from building and which members of staff will ensure safe evacuation	Ongoing as needed	High	Staff time			

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Schedule 22: Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Spring Summer Term	High	SLT release costs			
2	Interventions	Deputy Headteacher for Inclusion/SEND to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	Spring Summer 2017	High	Resourcing costs of identified areas to develop			
3	Classrooms are organised to promote the participation and independence of all pupils	Deputy Headteacher for Inclusion/SEND to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Spring Summer Term 2017	High	Possible resource implications where gaps are identified			
4	Staff training in the production, implementation and review of Provision maps and IPMs and monitoring systems.	Deputy Headteacher for Inclusion/SEND to deliver staff training to teaching staff.	Ongoing	High	Not applicable			
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	Deputy Headteacher for Inclusion/SEND and Specialist TA to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Autumn and Spring Term 2016/17	High	CPD for AH and SpTA External specialist costs			

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

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
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			
3	Provide additional termly meetings for parents of children with SEND to review Individual Provision Maps (IPMs) and support plans. Parents and pupils to be involved in writing and reviewing plans	The school will review formats for individual plans and provision maps to ensure they are fit for purpose and accessible to parents, children and staff. All paperwork shared with parents to ensure their input is valued and informs practice.	Ongoing		Not applicable			