



# **North Wingfield Primary and Nursery School**

## **ACCESSIBILITY PLAN**

**SEPTEMBER 2018 – 2021**

**Adopted at Full Governors Meeting 8 November 2018**

**Minute Number: 15/11/18**

**Date for review: November 2021**

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. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At North Wingfield Primary School the Plan will be monitored by the SENCO and head teacher; it will be evaluated by the relevant Governors’ committee.

At North Wingfield Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The North Wingfield Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations 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 and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

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.

North Wingfield 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 North Wingfield 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 should be made available in various preferred formats within a reasonable timeframe.

The North Wingfield 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:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Management Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan

- Special Educational Needs Policy
- Staff Development Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. The School is a new build, opened in 2015, and has been designed with this in mind. If further work should be required for a particular individual's needs, 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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource (including Finance and Premises) Committee

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

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

## ACTION PLANS

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

<b>NORTH WINGFIELD PRIMARY SCHOOL ACCESSIBILITY PLAN SEP 2018-21</b>					
<b>A. To increase the extent to which disabled pupils can participate in the school curriculum.</b>					
<b>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.</b>					
Target	Action	Date	Resources /Staff	Success Criteria	Monitoring/Evaluation
Use Provision Mapping	SENCO to update provision map termly	Sep/ Jan/ Apr	SENCO & HT Time	Ensure appropriate deployment of learning support	SENCO report to governors
Teachers develop their knowledge of teaching ASD pupils	Provide training for all staff Ensure plans meet needs of pupils with ASD	Jan 2019	Staff meeting time SENCO training	Teachers incorporate principles of good practice in teaching of ASD pupils into lesson plans	Narrowing the gap between SEN/non SEN pupils Achievement/standards report to governors
Teachers and TAs update skills to deal with students who have specific	Provide training for new and existing staff relating to disabilities of students in school (dyslexia, ASD, ADHD, EBD, PD)	Nov 18	Time/training for teachers and TAs	Staff have greater understanding of how to support pupils with dyslexia etc	SENCO report to governors LEXIA used regularly with appropriate pupils Progress monitored by SENCO

disabilities					
Establish close liaison with parents.	Ensure collaboration and sharing between school and families.	Ongoing	HT All teachers	Clear collaborative working approach.	Parent Interviews.
Establish close liaison with outside agencies with pupils with severe behaviour difficulties	Ensure collaboration between all key personnel. Set up nurture provision in school. Application for TAPs funding	Sep 18	HT SENDCO Teachers TAs	Clear collaborative working approach. Nurture and in class support allocated as required.	Notes from meeting, Interviews with key personnel.
All students have access to out of school learning	Audit attendance of clubs and visits to ensure appropriate provision made	Aut 2018 2019	SBM SENCO time	Pupils fully involved in school. All visits accessible to all pupils.	HT to monitor proposals for school activities. Clubs planned for all abilities.
Disability equality issues are incorporated into PSHE&C curriculum	PSHE Subject Leader to review Scheme of work to ensure disability equality issues included and modify. Appropriate resources available e.g. Just Like Us	Jan 18	Subject leader time	Students have greater understanding of disability issues Eliminate any disability related name calling/negative comments	Scheme of work includes disability equality issues

	teaching pack				
Review attainment of all DSEN pupils	SENDCO/Class Teacher Meetings/Pupil Progress  Scrunity of assessment system  Regular liaison with parents	Termly	Class Teachers  SENDCO	Progress made towards IEP targets  Provision mapping shows clear steps and progress made.	Report to Governors  Feedback given to class teachers and new targets set for children.

**B. To improve physical access to the school**

Target	Action	Date	Resources/Staff	Success Criteria	Monitoring/Evaluation
As the School is a new build, all obvious access issues have been addressed in the design. This will be reviewed regularly and if any specific needs become known.					

<b>C. To improve the delivery of information to disabled pupils and parents.</b>					
Target	Action	Date	Resources/ Staff	Success Criteria	Monitoring/Evaluation
Parent with Hearing Impairment	Regular communication with parents.  Interpreter provided for parents' eve/annual reviews.	Ongoing	SLT	Two way communication with parents.	Parent Interviews
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 curriculum.	Parent Interviews
Ensure improved access to written information for pupils, parents and visitors.	Use LA recommendations as appropriate e.g. large print, using symbols and pictures, simplified text  Auditing the school	As reqd	Staff time ICT access	Greater access for disabled pupils	Feedback from pupils/ parents

	<p>library to ensure the availability of large font and easy read texts will improve access.</p> <p>Auditing signage around the school to ensure that it is accessible to all is a valuable exercise.</p>				
<p>Review children's records ensuring school's awareness of any disabilities.</p>	<p>Information collected about new children.</p> <ul style="list-style-type: none"> <li>• Records passed up to each class teacher.</li> <li>• End of year class teacher meets with new class teacher discussing needs of each child.</li> </ul>	<p>Annually</p>	<p>Class teachers</p> <p>Outside agencies</p>	<p>Each teacher/staff member will be aware of disabilities of children in their classes.</p>	<p>Feedback to SLT</p>