

WEST ROW COMMUNITY PRIMARY SCHOOL

ACCESSIBILITY PLAN 2016-2017

At West Row Community Primary School we want all children to enjoy school, to be challenged to achieve their very best and to consider their time at the school as their own 'learning adventure'. 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.

Purpose of Plan

This plan shows West Row Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

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

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of the school (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information:

West Row Primary School has been in its current location since 1874. The original Victorian largely single storey building houses The Early Years Classes, ICT Suite (Family Support Worker and Meeting Room upstairs in the old school house); school office, Headteacher's office, school hall, staffroom and Year 2 classroom. In the 1990's a single storey extension was built to provide two more classrooms and in 2011/12 another single storey extension was added to provide two further classrooms and an activity area and toilets. A disabled toilet is located on the ground floor near to the EYFS area. In 2017 a further single storey extension will be added to accommodate two new classrooms and an activity area.

The upper storey of the old school house is used for meetings and for storage. There are 3 small rooms upstairs, two of which are used for storage and one which is used for meetings. Access to the school house is via a coded door and pupils are only allowed access when with an adult.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

We have a small number of pupils and parents who have a hearing impairment.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within missed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable, short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiation the curriculum	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia differentiation and recording methods. Online learning modules if required.	On-going and as required.	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure classroom support staff have specific training on disability issues.	Be aware of staff training needs. Staff access appropriate CPD Online learning modules if required.	As required	SENCO	Raised confidence of support staff.
Ensure all staff are aware of disabled children's curriculum access.	Set up a system of individual access plans for disabled pupils when required. Information	As required	SENCO	All staff aware of individual needs.

	sharing with all agencies involved with child.			
Use ICT software to support learning	Make sure software installed where needed.	As required	ICT	Wider use of SEN resources in classrooms.
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness.	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities.
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.	Annually.	PE coordinator.	All to have access to PE and be able to excel.

West Row Community Primary School is continuing to grow and develop – a 10th and 11th classroom will be added to the building in 2017. The school will have 10 classes from September 2017.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	To create access plans for individual pupils as part of the IEP process when required.	Annually as required	SENCO	IEP's in place for disabled pupils and all staff aware of pupils needs.
	Be aware of staff, governors and parents access needs and meet as appropriate.	Induction and on-going if required.	HT	All staff and governors feel confident their needs are met
	Through questions and discussions find	Annually	HT	Parents have full access to all school activities

	<p>out the access needs of parents/carers through newsletter</p> <p>Consider access needs during recruitment process.</p>	Recruitment Process.	HT	Access issues do not influence recruitment and retention issues.
Layout of school to allow access for all pupils to areas.	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign.	As required (will be required in 2017 owing to new build).	HT/Governors/Site Manager/School Surveyor	Re-designed buildings are usable by all.
Ensure signage and external access for visually impaired people in the new build.	Yellow strip mark step edges if needed.	March-Aug 2017	Site Manager and HT	Visually impaired people feel safe in school grounds.
Ensure all disabled pupils can be safely evacuated.	<p>Put in place personal evacuation plan (PEEP) for all pupils with difficulties.</p> <p>Develop and system to ensure staff are aware of their responsibilities.</p>	<p>As required.</p> <p>Each September</p>	<p>SENCO</p> <p>SENCO</p>	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure accessibility of access to IT equipment.	<p>Alternative equipment in place to ensure access to all hardware, including hall.</p> <p>Liaise with IT technician and SENDAT with regard to the visual impaired and hearing impaired pupils</p>	Ongoing and as required.	SENCO	Hardware and software available to meet the needs of the children as appropriate.
All fire escape routes are	Make sure all areas of school	Ongoing and as required.	HT	All disabled staff, pupils and visitors

suitable for all.	can have wheelchair access (School House Upstairs excepted).			able to have safe, independent egress.
	Egress routes visual check.	Weekly.	HT and Site Manager	

Improving the delivery of written information to disabled pupils.

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in 'simple' English.	During induction	EYFS Lead/ Office staff	All parents receive information in a form that they can access.
	School office will support and help parents to access information and complete school forms.	On-going	School office	
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Annually	HT and admin team	
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure staff are aware of	Guidance to staff on dyslexia and	On-going	SENCo	Staff create their own adaptations.

guidance on accessible formats.	accessible information.			
Annual Review Information to be as accessible as possible.	Develop child friendly IEP formats.	On-going	SENCo	Staff are aware of pupils' preferred methods of communications
Languages other than English to be visible in school.	Some welcome signs to be multi-lingual	Ongoing – change depending on language needs within school.	SENCo	Confidence of parents to access their child's education.
Provide information in other languages for pupils to may have difficulty hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible and needed.	As required. Currently not needed.	SENCo	Pupils and/or parents feel supported and included.
Provide information in simple language symbols, large print for prospective parents/carers who may have difficulty with standard form of printed information.	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure prospectus is available via the school website.	2017	HT and IT Technician	All can access information about the school.