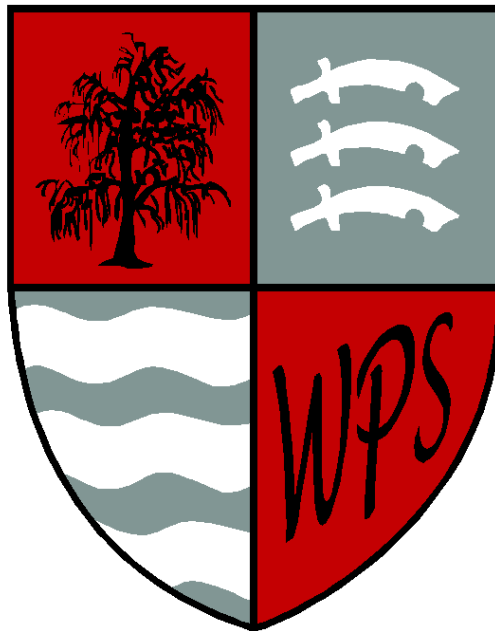


Willowbrook Primary School



Accessibility Plan



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Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Board has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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.

This plan sets out the proposals of the Governing Board of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils/children with additional needs can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The plan is not an independent strategy, but more of a thread running through all the school's plans and policies including :

- Plans related to capital works and premises management
- Curriculum
- Information technology and support services
- Staff training and associated services

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

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".

The purpose and direction of the school's plan: vision and values

The purpose of the school's plan is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Audit of existing achievements and provision

Curriculum

Data obtained on future pupils to facilitate advanced planning- includes pupils entering the Foundation stage, those transferring from other schools and those who have never been at school before ;

- Established procedures for the identification and support of pupils with additional needs ;
- Detailed pupil information given to all relevant staff;
- Regular home/ school liaison ;
- Differentiated curriculum to enable all pupils to feel secure and make progress ;
- Teaching Assistants deployed to cover a range of curriculum needs e.g speech and language, English and Maths ;
- Special considerations for pupils taking part in tests e.g. adult readers provided for Maths ;
- Strong links with outside support agencies e.g. educational psychologist, speech and language therapy, community paediatrician etc ;
- Consideration of children's preferred learning styles.

Physical Environment

- All classrooms and all public-access rooms, including front entrance, toilets, library, and hall are on the ground floor, with no steps.
- A ramp leads from the staffroom to the Reception Class playground and another ramp leads from the Year 1 classroom to the main playground.
- There are disabled toilet facilities off the main hall in the main building and in the corridor of the new building.
- All corridor areas are painted in light colours to provide good contrast for signs/labels.

Information

- Provision of information to pupils with a disability – this is currently provided by offering one-to one explanations to pupils and their parents. If necessary, information could be made available in a range of formats.

Publication of the plan

The plan will be published on the school's website.

The full plan is also available in the following formats on request to the headteacher: email; enlarged print version; other formats by arrangement.

Evaluation of the Plan

Evaluation will comment on:

- Audit on the main curriculum areas
- Observable changes in staff confidence in teaching and supporting pupils with a disability / range of needs
- Evidence of the greater involvement of disabled pupils in the life of the school
- Progressive improvements to the physical environment of the school
- Information for pupils available in a range of formats.

Area	Actions	Resources/people	Timescale	Monitoring
Staffing	SEN Support Staff to be used in two ways ; SEN support in base classes or support in Rainbow Room.	Support staff – cost changes year on year.	Ongoing	SLT
Wheelchair Access	Ensure corridors are kept clear at all times. Ensure staff are aware of the two wheelchair playground exit points, should they need to direct wheelchair users. Inform wheelchair users of accessibility points upon signing in.	All adults to be aware/vigilant about this	Ongoing	SENCO
Visits, visitors, extracurricular clubs and residential	All visits, visitors and residential will be planned with both physical and SEMH needs in mind. Reasonable adjustments will be made to allow attendance at extra-curricular clubs. Residential will be planned and staffed appropriately should children with additional needs be attending	CT, SMT and Support Staff	Ongoing	N/A
Part-time timetables/ phased transitions for children with additional needs	Part-time timetables are considered for children where they may be struggling to attend school for the full hours. Paperwork for the LA is completed, if necessary. Changes are made to	SENCO, Support Staff	Ongoing	Class Teacher SENCO

	accomodate full-day attendance when there is a special event at school. Phased transitions are planned for children joining the school who have additional needs			
Disabled Parking Access	Make arrangements with Blue Badge holders to have access to the driveway when dropping off and collecting	HT and SENCO	Ongoing	SENCO
Disabled Toilet	Ensure that the disabled toilet is fully equipped for the children who are currently accessing it. Ensure New Build has an accessible toilet for disabled users and that this is pointed out to visitors.	OT Staff	Ongoing	SENCO
Differentiated Curriculum	All staff to deliver Quality-First teaching for all pupils with additional needs. Personalised curriculums are planned where children cannot access the mainstream curriculum.	Class Teachers	Ongoing	SLT
Non-verbal communication	MP to continue with PECS training and embed the use of this for children who use non-verbal communication	External providers of training	Ongoing	SENCO
	Reasonable adaptations made to the learning environment	Class Teacher/LSA	Where the need arises	SENCO

	e.g. PECS symbols used on equipment and areas.			
	New starters to be adequately planned for e.g. if they use Makaton or Sign language	Class Teacher/SLT	Annual events	SLT
Feeding, Diet and Medication	Staff training for the use of Epi-pens when current certification expires.			
	Kitchen Team to be fully informed about allergies and dietary requirements. Reasonable adjustments made to the menu to accommodate needs.	Kitchen Team and Admin Team	Ongoing	Class Teachers
Specialist furniture and equipment	School to liaise with OT to ensure the correct chairs, tables and other specific equipment are in place for children with additional needs	OT and SENCO	Ongoing	SENCO
	Purchase of smaller equipment such as writing slopes, Sit-n-Move cushions, weighted blankets etc to support classroom learning.	SENCO	Ongoing	SENCO
Distraction-free environments	Dedicated meeting room is left distraction-free for assessments and therapy sessions. (Plain walls, no colourful displays etc)	SLT	Autumn Term	N/A
Crowded/Noisy environments	Ear defenders are provided for children who are distressed in	SENCO	Ongoing	SENCO

	noisy and crowded environments. Alternative area for children to eat their lunch, where they are distressed by the lunch hall.			
KS2 Tests	Considering the high level of needs in the next Year 6 cohort, significant Access Arrangements will need to be considered.	SLT	Access Arrangements deadline	N/A
English as an Additional Language (EA L)	Welcome signs in multiple languages to be purchased and displayed to provide an inclusive welcome in as many known native languages as possible.	SLT	Autumn Term	N/A
Staff Training	Continual assessment of needs among the staff team and training implemented where it is necessary.	SENCO	Ongoing	N/A
Communication with stakeholders	Phone calls (or face-to-face conversations) made to share key information with parents who are known to be illiterate.	SMT, Admin Team and Class Teachers	Regular practice	Governor

