





**Weobley
Primary
School**

Accessibility Plan

Implementation Date: November 2016

Review Date: November 2017 (or in line with national changes)

Signatures

<u>Title</u>	<u>Name</u>	<u>Signature</u>	<u>Date</u>
Head of School:	Mr S Warrell		November 2016
Chair of Governors:	Mrs J Hall		November 2016

Accessibility Plan

Aims

At Weobley Primary School we are committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

- ❖ Increasing the extent to which disabled pupils could participate in the school's curriculum
- ❖ Improving the physical environment of the school
- ❖ Improving the availability of information for pupils and parents with a disability and for pupils and parents where English is not their first language.

Definition

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

The accessibility policy should be read in conjunction with other plans and policies, especially the SEN/Inclusion policy and the Teaching and Learning Policy. It is particularly important in raising the awareness of responsibilities of all staff and governors.

The accessibility policy identifies three areas: The physical environment, communication and the curriculum. The inclusion policy supports the plan.

PHYSICAL	COMMUNICATION	CURRICULUM	Notes
<p>Audit of space within school and access to school.</p> <p>Identify whether existing spaces could be modified or group sizes reduced to meet the needs of SEN pupils and assisting adults; whether specific areas need to be found for physio, storage of equipment, etc.; whether pupils can get around the building safely; whether lighting, acoustics and furniture need to be adjusted.</p>	<p>Audit current needs of pupils and parents. Try to obtain pupil view to ensure ownership.</p> <p>Will need to audit additional needs of any new arrivals to school.</p> <p>Improve access to written communication and the delivery of information.</p> <p>All information made accessible.</p>	<p>Audit curriculum for access for disabled pupils (including the wider curriculum, visits and residential school journeys.)</p> <p>Audit current curriculum policies to ensure that they do not discriminate against disabled pupils.</p> <p>Obtain data on future pupil population to facilitate advanced planning Curriculum differentiation by task and outcome Liaison with external services and agencies (physical, sensory, learning, behaviour)</p>	<p>Short, medium and long term priorities should be agreed.</p> <p>Budget allocation should be planned</p>

<p>Ensure any building work takes these issues into account.</p> <p>Improve access as necessary for essential curriculum areas including music, ICT and library resources within the resources available.</p> <p>Include steps, kerbs, paving, parking, entrances, doors, toilets, lighting, acoustics, steps, signs, floor coverings, furniture.</p> <p>Improve access for all areas of school.</p>		<p>Detailed pupil information given to all staff TA deployment to cover a mix of curriculum needs</p> <p>Special arrangements made for SATs (extra time applied for, use of amanuensis)</p> <p>Specialist resources available to support specific needs (large keyboard, Language Master, scissors, rulers, writing slopes) Pupils involved in target setting and IEPs</p> <p>Audit how far inclusion is integrated within the culture, policy and practice of the school.</p> <p>Look at teaching and learning, homework, grouping of pupils, assessment arrangements, trips. Identify training needs of staff. Include ICT equipment, enlarged photocopying, specialist furniture, portable aids.</p> <p>Ensure that whole curriculum is fully accessible for all pupils.</p>	
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Audit of existing achievement/provision:

- ❖ At present we have no pupils, staff or parents who are physically disabled.
- ❖ Wheel chair access via entrance to school is accessible to wheelchair users. Entrance doors are sufficiently wide although they would need to be opened for a disabled person.
- ❖ Main corridor is accessible to wheelchair users and there is good access to all classrooms although there are a number of obstacles which could currently restrict the movement of those with a disability.
- ❖ Audible fire alarm
- ❖ Audible bell to demarcate lessons/playtimes
- ❖ Classrooms spacious with easy access to tables, computers and all areas within the classroom – furniture would need to be moved to provide ease of access to a wheelchair user.
- ❖ Changing rooms are small and toilets/showers are unsuitable for disabled children.
- ❖ Cloakrooms are narrow and coats on the floor would cause a problem for wheelchairs or a visually impaired person.

- ❖ Access to the two court yards is restricted by the height of the thresholds. It may be difficult to add ramps because of drain covers.
- ❖ Staff toilets are small and do not provide disabled access
- ❖ Some specialist accommodation for 1:1 and small group work - library area, learning support room, areas outside classrooms
- ❖ School library – limited range of reading material with large text. Limited range of books relating to disabilities or representing disability.
- ❖ Visual signs around school need to be clear and provide information and guides to specific areas. These could also be tactile.
- ❖ School car park provides a disabled parking bay

Actions needed to eliminate existing barriers:

- ❖ Wheelchair access to courtyards (ramps needed)
- ❖ Visual highlighting of steps for visually disabled pupils (no pupils needing this at present)
- ❖ Augmentation of auditory system (loop) within classrooms
- ❖ Documentation (policies, prospectus etc) to be available in audio format or Braille if needed
- ❖ Disabled toilet access for pupils and staff (no pupils/staff needing this at present)
- ❖ Installation of automatic opening doors at main entrance to school

GOALS & TARGETS

Physical Accessibility

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA	MONITORED/ EVALUATED
<p>Progressive planned improvements to the physical environment of the school to improve accessibility</p>	<p>Devolved Capital allocation for ramps to two inner courtyards</p>	<p>Arrange wheelchair access Provision of external ramps for access around site</p> <p>Classroom environment clearly labelled and organised</p> <p>Development of school grounds to create Activity area – this to be accessible to pupils with a physical/ sensory disability</p> <p>Provision of toilet facilities for disabled use</p> <p>Automatically opening doors to entrance of school</p> <p>Hearing Loop in all classrooms</p> <p>Audit range of reading material in school library – ensure that there are books with large text and also representative of disability in their subject matter</p> <p>Provide disabled parking bay in school car park</p>	<p>Persons with PD</p> <p>All users of building</p>	<p>On going</p>	<p>Completed/ramps in use Improved accessibility for specific children Completed/in use</p> <p>Completion of school playground project – accessible to all pupils</p> <p>Disabled toilet completed/ in use when needed</p> <p>Unaided access to main school entrance for wheelchair users</p> <p>Pupils with hearing difficulties able to access the curriculum fully</p> <p>Wider , comprehensive range of reading material available in school library</p> <p>Easier vehicular access for disabled drivers</p>	<p>Govs Head Teacher LA Building Advisor</p>

GOALS & TARGETS Communication/Provision of Information

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA	MONITORED / EVALUATED
Improve the delivery of information to disabled pupils (and parents) and those who do not speak English.	Advice from physical sensory service and language support service (EAL team)	Improved provision of information Identify materials Identify providers of 'translation' services Information about the school available in large print or on computer disc on request School Website Improve range of signs/ information around school	Pupils and parents with disability Pupils and parents where English is not their first language Available to all	On going as necessary and appropriate	Pupils and parents able to access information in different formats Pupils and parents able to access information about the school Areas of school clearly signposted. Information clearly displayed.	Govs Head Teacher

ENSURE THE FUTURE OF THE ACCESSIBILITY PLAN

The plan should become less of an independent strategy and more of a thread running through all the school's plans and policies including:

- ❖ Plans related to capital works and premises management
- ❖ SDP/SEF
- ❖ Curriculum
- ❖ Information technology support services
- ❖ Staff / Governor training and associated services.