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**Wroxton CE Primary School**

**Equality and Accessibility Plan**

**2018 - 2021**

## Accessibility Plan Formulation

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, 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 Accessibility plan can be found in the schools policy file and on the school website.

## Vision Statement

At Wroxton CE Primary School our vision is 'To inspire all our children to achieve their potential; valuing their uniqueness, fostering a sense of hope, aspiration and respect within a nurturing environment, inclusive of home, school, the community and Church, where learning is celebrated in all its forms'.

Wroxton CE Primary School has a responsibility to ensure all groups of learners are able to achieve without potential barriers to accessing school or learning.

## Aims and Objectives

Wroxton CE Primary School's Accessibility plan is committed to providing an environment that enables a full curriculum 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 in developing a culture of inclusion, support and awareness within our school by:

- Increased **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. 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.
- Improving and maintaining **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 time frame.

- Improving the **delivery of written information to pupils, staff, parents and visitors with disabilities**, examples might include letters and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe if required.

The following groups were consulted in the process of drawing up the *Accessibilty Plan*:

- ❖ Pupils
- ❖ *Governors*
- ❖ Staff
- ❖ Parents

It was approved by the governors on

Signed:

Chair of *Governors*

Headteacher

Date of Access Plan: September 2018

Date of review: September 2021

## PHYSICAL ACCESS – this plan should be read alongside Appendix A

Timescale	Target	Strategy	Outcome
<p><i>Summer 2018</i></p> <p>ONGOING</p>	<p>Review regularly, and at least annually as part of the review of SDP, all areas of the school in order to ensure that there are no physical barriers to access for pupils with a range of disabilities.</p> <p>Ensure visually stimulating environment for all children</p> <p>Ensure all with a disability are able to be involved.</p> <p>Ensure that the medical needs of all pupils are met fully with in the capability of the school.</p> <p>Ensure disabled parents have</p>	<p>Complete self-audit with Health and Safety Manager (see appendix A below.) To use the above information to draw up an action plan if changes are needed.</p> <p>The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site/premises, such as improved access, lighting, colour schemes and more accessible facilities and fittings,</p> <p>SENCo to arrange time for feedback to governors.</p> <p>Colourful, lively displays in classrooms and inviting (accessible) role play areas. SENCo to carry out learning walks termly.</p> <p>Include access plans for individual disabled children as part of EHCP or Pupil Profile planning.</p> <p>To conduct parent/pupil interviews and questionnaires for pupils with special medical needs to assertion their views/experiences of school systems in place. Produce action plan for development points when they arise.</p> <p>Utilise disabled parking space for disabled to</p>	<p>All children, staff, parents and visitors to have full physical access to the grounds an school. Enabling needs to be met where possible.</p> <p>Regular review of premises including completion of self-audit and action plan drawn up if necessary.</p> <p>SENCo to report to governors regarding Access Plan and include on School Website.</p> <p>Learning environment in classrooms and around the school is conducive to meeting the needs of learners. Learning environments are inviting and stimulating.</p> <p>For individual support plans to reflect access plans, where needed.</p> <p>For school systems and policies to be in lin with meeting the needs of pupils with medical needs.</p> <p>For the school facilities to offer inclusive</p>

	every opportunity to be involved	drop off and collect children. Make suitable adaptations to the physical environment to enable disabled parents to attend parents meetings and whole school events.	benefits for all.
	Continue to develop playground and facilities.	Look for ongoing funding opportunities	Inclusive child – friendly play areas.

**CURRICULUM ACCESS – This plan should be read alongside Appendix B**

Timescale	Target	Strategy	Outcome
Summer 2018  ONGOING.	<p>Refresher training for staff in the SEN Code of Practice (2014) and subsequent material for identifying and supporting pupils with barriers to learning. Link this to developments in the curriculum to ensure all pupils can access learning opportunities</p> <p>To ensure all staff use these to inform differentiated planning and provision across the school.</p> <p>To provide relevant training to staff based upon the needs of pupils at school and due to arrive at school. Liaise with pre school providers to review the needs of potential intakes each year.</p> <p>To establish close liason with outside agencies for pupils with ongoing health needs e.g asthma, allergies, mental health or mobility issues.</p>	<p>SENCo to deliver training and updates in staff meetings and Teaching Assistant meetings.</p> <p>SENCo to monitor planning of literacy and numeracy on a termly basis. SENCo to monitor and advise on IEP's and Pupil Profiles x 3/year. SENCO to complete learning walks and pupil interviews (Voice of the Child.) SENCo to perform lesson observations throughout the year on Class teachers and Teaching assistants.</p> <p>SENCo to gain information of pupils early and put training into place</p> <p>SENCO to attend multi agency events/meetings. Build close links with health and social care providers.</p>	<p>Raise staff awareness and skill in meeting the needs of all learners.</p> <p>Enable class teachers and TAs to fully meet the needs of SEN/D learners.</p> <p>Staff are suitably trained and prepared to meet learner's needs.</p> <p>Clear, multi-agency collaborative working approach.</p>

	<p>To review attainment of all pupils with SEND and be responsive to meeting any unmet need as/if it arises.</p> <p>To monitor attainment of All pupils To promote the involvement and representation of disabled students in classroom discussion/activities.</p> <p>To take account of a variety of learning styles when teaching</p> <p>To monitor 'wider curriculum' e.g clubs, school visits etc to ensure that disabled pupils can/do access them.</p>	<p>SENCO/SLT/CT pupil progress meetings x 3 a year. Scrutiny of assessment monitoring data and relevant action plans made termly. Regular communication with parents, termly inclusion review meetings.</p> <p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) Wheelchair access Screen magnifier software for the visually impaired if needed. Use of ICT such as visual keyboards and text to speech programmes if needed. Access to learning materials that represent a proportionate and positive image of disabled people.</p> <p>SENCo to arrange monitoring of extra-curricular activities plus certificates/awards in assemblies and roles in school productions.</p>	<p>Progress made towards EHCP/PP targets. Provision mapping shows clear steps and progress made.</p> <p>All pupils to be making expected and proportionate progress. Variety of learning styles and multi-sensory activities evident in planning and teaching.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p> <p>All children with SEN/D to access wider curriculum opportunities.</p>
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**ACCESS TO INFORMATION – This plan should be read alongside Appendix C**

Timescale	Target	Strategy	Outcome
<p>Summer 2018  and on-going</p>	<p>To review on an annual basis materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information.</p>	<p>Continue to include access of alternatives methods of communication on newsletters/ information that goes to parents. Audit through SEN questionnaire to parents (July 2020) Develop parents working party to review SEND developments (September 2020)</p>	<p>SEND pupils have full access to information.</p>
	<p>To review and update school web site in light of SEN reforms and subsequent changes. Ensure that links to the Local Offer are available for parents and signposting to support services in school and the wider community.</p>	<p>Working party to review school website and identify development points for access to information for parents of children with SEND.(September 2020)</p>	<p>Parents to feel confident in accessing timely and relevant information.</p>
	<p>To ensure that all pupils with ASD have access to the curriculum.</p>	<p>Individualised multi – sensory teaching strategies used for pupils with ASD. Support from Autism Advise team termly.</p>	<p>Pupils with ASD to be able to access the curriculum.</p>
	<p>To enable improved access to written information for pupils, parents and visitors.</p>	<p>Raise awareness of font size and page layouts for pupils, parents and visitors with visual impairments. Audit Library (July 2020) to ensure that dyslexia friendly books, large font and easy read texts have improved access.</p>	<p>School development will reflect improved access to information and whole school resource.</p>

## PHYSICAL ACCESS - APPENDIX A

Statement	Evidence	Action needed
<p>The size and layout of areas allows access for all pupils including</p> <p><b>Academic areas</b>  <b>Sporting areas</b>  <b>Social facilities</b>  <b>Play areas</b></p>	<p>School building/playground in line with LA policy and meeting all needs of current pupils.</p>	<p>Monitor children who may be attending school to ensure this continues to be the case.</p>
<p>Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. Showers are available and accessible.</p>	<p>Disabled toilet  All doors are wheelchair accessible  Facilities for standing change</p>	<p><i>Need to consider whether there is a need for showering facility and if so location</i></p>
<p>Pathways of travel around the school site and parking arrangements are safe logical and well signed.</p>	<p>Yes</p>	
<p>Emergency and evacuation systems inform <b>ALL</b> pupils, including pupils with SEN and disability.  Alarms have visual and auditory components.</p>	<p>No. Alarms currently only have auditory components.</p>	<p>Evaluate annually if any new alarms should have visual components with H &amp; S manager and HT.</p>
<p>Non-visual guides are used to assist disabled people when using buildings. e.g. lifts with tactile buttons.</p>	<p>No. Not currently needed.</p>	<p>Monitor children who may be attending school to ensure this continues to be the case.</p>
<p>Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy</p>	<p>Advice sought and followed from Visual impairment service and Autism Advisory Service</p>	<p>Continue to monitor in line with child and parent consultation</p>
<p>All area to which pupils have access are well lit</p>	<p>Yes</p>	
<p>Steps are taken to reduce background noise for hearing impaired pupils e.g consideration given to a room's acoustics, noisy equipment etc.</p>	<p>Advice followed from Autism Advisory Service regarding those with sensory processing needs. Lunch hall has a silent time whilst serving is taking place</p>	
<p>Furniture and equipment are selected, adjusted and located appropriately. e.g height adjustable tables available, low level sinks.</p>	<p>Where possible. Advice sought and followed from Occupational Therapist.</p>	

## CURRICULUM ACCESS - APPENDIX B.

<b>Statement</b>	<b>Evidence</b>	<b>Action needed</b>
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities	Staff meeting/TA meeting minutes. Record of training certificates.	Training as needed
Classrooms are optimally organised for disabled pupils	Children are able to access the curriculum in the classroom.	Learning Walks focus on classroom environment
Lessons provide opportunities for all pupils to achieve	SEN/D progress across the school	
Lessons are responsive to pupil diversity	Lesson observations/planning.	
Lessons involve work done by individuals, pairs, groups and the whole class	Lesson observations/planning.	
All pupils are encouraged to take part in music, drama and physical activities	Records/photographs of extra curricular activities/productions in/out of school	
All staff recognise, and allow for, the mental effort expended by some disabled pupils e.g lip reading by hearing impaired pupils,slow writing speed for dyslexic pupils.	Through training given, advice from specialist accessed at school by SENCo (support from LACAT) CTs and TAs	Continued training needs
Disabled pupils who cannot engage in some particular activities are given alternative experiences. e.g pupils who cannot participate in all forms of physical education	Not Applicable at the moment	
Access to computer technology is appropriate for students with disabilities	Resource list of IT available and used by children with SEN/D.	
School visits, including residential trips, are made accessible to all pupils irrespective of attainment or impairment	Record of children attending school visits. Risk Assessments.	
All staff have high expectations of all pupils	Lesson observations, staff meeting minutes, lesson plans.	
All staff seek to remove all barriers to learning and participation	Lesson observations, staff meeting minutes, lesson plans.	

## ACCESS TO INFORMATION - APPENDIX C

Statement	Evidence	Action needed.
The school liaises with LA support services to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information	Service available but not yet been accessed.	Library Audit for dyslexia friendly books
The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g by reading aloud overhead projections and describing diagrams.	Wroxton CE Primary School Dyslexia Policy and Disability Scheme policy all available to parents.	Audit and develop school web site.
The school has, and uses, facilities such as ICT to produce written formats. If this is not the case the school knows where to access this facility e.g the Visually Impaired Service for assistance with Brail	Yes, but not currently used.	
Staff are familiar with technology and practices developed to assist people with disabilities.	Yes. but not currently needed	Planned assessment of current ICT and the need for touch screens