

Through all of its policies, Wellstead Primary School aims to provide:

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Excellent standards of teaching which enable all children to achieve their full potential.

A curriculum which builds enthusiasm for learning and equips children for the next stage of their education.



## Wellstead Primary School Accessibility Plan 2017-2020

### Introductory Statement

This Accessibility Plan has been drawn up to cover the period from September 2017 to September 2020. The plan is available in large print or other accessible format if required.

The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010, Disability and Discrimination Act 1995 as amended by the SEN and Disability Act 2001.

Wellstead Primary School are committed to providing an environment which values and includes all pupils, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The purpose of this plan shows how Wellstead Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### 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."

### Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.

### Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, currently under review, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2013 framework which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils

### Activity

#### Education & related activities

The school will...

- continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
- ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils
- ensure classrooms are optimally organised for disabled pupils
- lessons provide opportunities for all pupils to achieve and are responsive to pupil diversity
- lessons involve work to be done by individuals, pairs, groups and the whole class
- all pupils are encouraged to take part in music, drama and physical activities
- staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip-reading
- staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work
- staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education

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- provide access to computer technology appropriate for students with disabilities
- school visits, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment
- there are high expectations of all pupils
- staff seek to remove all barriers to learning and participation

### **Physical Environment**

The school will...

- take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.
- allow access for all pupils in the following areas - academic, sporting, play, social facilities, classrooms, the hall, library and outdoor sporting facilities and playgrounds
- allow pupils who use wheelchairs to move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and equipment.
- ensure pathways of travel around the school site and parking arrangements are safe; routes are logical and well-signed
- ensure emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities
- ensure non-visual guides are used to assist people to use buildings
- ensure visual signing is clear to all pupils and visitors with disabilities
- ensure all areas are well lit
- ensure steps taken to reduce background noise for hearing impaired pupils
- ensure furniture and equipment is selected, adjusted and located appropriately

### **Provision of Information**

The school will...

- make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.
- provide, when required or requested, information in a 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
- ensure information is presented to groups in a way which is user-friendly for people with disabilities
- ensure that staff are familiar with technology and practices developed to assist people with disabilities

### **Welcoming and preparing for disabled pupils**

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the school requires full information. The school will ask prospective pupils to disclose whether they have received any learning support, have had an Educational Psychologist's report or have any disability or other condition of which the school should be aware. Where a pupil has a statement of Special Educational Needs, the school will work with the Local Authority (**LA**) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Disability Equality Scheme
- Equal Opportunities Policy
- Health and Safety Policy
- Special Educational Needs policy
- Child Protection policy

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The Accessibility Plan and associated targets will be regularly monitored in order to assess the progress being made against the targets set. There will be a full review of the plan by the 1<sup>st</sup> October 2020 when a new plan will be produced to cover the next three years.

### Wellstead Primary School Accessibility Plan 2017-2020

The Hampshire Access Self Audit form was completed and the following recommendations were made.

Access Report Ref	Item	Activity	Timescale	Cost
D2	Entrance Hall seating	Whilst we provide seating that is easily accessible and provides a colour contrast between the floor and the edge of the seat, there are no arm rests – this could be considered when next replacing the furniture.	Within the next two years.	£1500
D5	Parents and visitors who may have a range of communication needs	We have one family where both parents are hearing impaired. We provide a hearing loop and a BSL interpreter when appropriate for meetings. We are not aware that we have any parents with visual impairment but we will add a footer to our newsletter to offer this in large print.	Immediate	£0
D5	Parents and visitors who may have a range of communication needs	We are about to have a new sound system added to the school hall. We will ensure that the hearing loop remains in use and how to work it is understood by key members of staff.	Summer 2018	£0
E2	Floor finishes	Some of the original building has carpet links that need addressing as they are beginning to lift in places.	2019	Unknown at present
E3	Signage around school - Makaton	Our previous Speech and Language Support Assistant incorporated Makaton signing into our school. We have some Makaton signs still up around school but these need renewing and/or making consistent and sharing again with children (particularly in light of some new pupils for Year R 2018).	For September 2018	£50
E9	Accessing upstairs teaching spaces	We have 4 classrooms upstairs in KS2 (and 4 downstairs too). Whilst we still have the capability to move classes downstairs if needs be for the benefit of specific children, we need to consider how to get children downstairs in the case of an emergency. We have an evacuation chair (situated outside the upstairs Year 6 classroom) which currently 4 members of staff are trained to use. It would be beneficial to train more members of staff in the light of any staff changes.	Spring 2019	Training cost

### Increasing the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Outcome	Timeframe	Goals achieved
Enable staff to increase their knowledge and understanding of the needs of disabled pupils and differentiate the curriculum accordingly.	Training of staff once pupils needs identified. Liaise with specialist teacher advisors for different range of needs that identified pupils have.	Staff confidence in providing appropriate teaching and support to fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	To be addressed with the arrival of new pupils.	
Specialist curriculum areas.	Consider the adaptation of specialist	All children will be able to access the different	Ongoing.	

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	curriculum areas so that they are accessible to everyone.	curriculum areas in the school.		
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### Improving the physical environment of the school to increase access to education

Targets	Strategies	Outcome	Timeframe	Goals achieved
Colour contrast of critical features	As we consider the redecoration of corridor areas in the KSI area, the colour contrast of critical features around the school e.g. handrails, handles, doors should be taken into account	Hazards around the school are obvious e.g. stairs. Critical features stand out and make movement around the school accessible for all	April '19	

### Improving the delivery of information to disabled pupils, staff and visitors

Targets	Strategies	Outcome	Timeframe	Goals achieved
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats. (Ref <a href="http://www.w3.org/WAI/">http://www.w3.org/WAI/</a> )	The school will be able to provide written information for disabled visitors and pupils, when required, regarding disabled parking availability, accessible WC provision, a portable induction loop if applicable.	Annual reminder	