Warbstow Primary Academy Accessibility Plan 2018-2019

Section 1: Vision Statement

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability of the Equality Act 2010. It is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the local authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. Whole school training will recognise the need to continue raising awareness for staff and Advisory Board on equality issues with reference to the Equality Act 2010.

At Warbstow Primary School, our aim is to provide a safe, inclusive and stimulating learning environment where children are given confidence, aspiration and the skills to achieve their learning potential. We are passionate about developing children as a whole enabling them to become caring, responsible members of society with lively enquiring minds capable of independent thought.
We celebrate the diversity of all learners meeting their needs as individuals. We are also committed to providing experiences that develop their moral, emotional and spiritual as well as intellectual intelligence.
Above all our aim is for our children to be happy and leave us in Year 6 with wonderful memories and a love of learning.

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, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Warbstow Primary Academy Accessibility Plan relates to the key aspects of **physical environment, curriculum and written information** and shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

- At Warbstow Primary Academy we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- The Warbstow Primary Academy leadership team plans, over time, to ensure accessibility of provision for all pupils, staff and visitors to the school.
- An Accessibility Plan will be drawn up. The plan will be updated annually. The Accessibility Plan will contain relevant actions to:
    - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
    - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this, they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
    - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of the first three-year plan period in order to inform the development of the new plan for the following period.
- We acknowledge that there is a need for on-going awareness raising and training for staff, governors and directors in the matter of disability discrimination and the need to inform attitudes on this matter.

Section 2: Aims and Objectives

Our aims are to:

- Improve and maintain access to the physical environment
- Increase access to curriculum for pupils with a disability

- Improve the delivery of written information to pupils
- Ensure that all pupils within our school have full access to a broad and balanced curriculum and that the school is at all times inclusive to all stakeholders
- Ensure that all stakeholders have full access to school information and policies.

The table below sets out how the school will achieve these aims.

Aim	Current good practice including established practice and practice under development
Improve and maintain access to the physical environment	School clubs and activities There are high expectations of all pupils (All pupils are baselined with targets set for the pupils to achieve – see also Learning Policy) Staff seek to remove all barriers to learning and participation Classrooms are optimally organised for disabled pupils Emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities, including: alarms with both visual and auditory components where required, how the school deals with emergency procedures. (regular documented checks and practices e.g. fire drills – see also Health and Safety Policy, Staff Handbook, First Aid Guidelines. The serving of school meals – the kitchens have provision for special dietary requirements if required.
Ensure that all pupils within our school have full access to a broad and balanced curriculum and that the school is at all times inclusive to all	School visits made accessible to all pupils irrespective of attainment or impairment (as part of a developmental programme differentiated to meet individual need). Full access with curriculum access statements and/or risk assessments in place. Grouping of pupils by year group with EHC Plan and differentiated lesson plans in place plus individual support i.e. precision teaching/intensive reading support as relevant. Increasingly, teachers and teaching assistants have the necessary training to support disabled pupils.

stakeholders Increase access to curriculum for pupils with a disability	Staff recognise and make reasonable adjustments for all pupils, for example using lip reading. Individual developmental progression to be identified in lesson plans e.g. teaching strategies and resources. Individual behaviour plans. Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work. Training is needs-led and risk assessments also guide training. Lessons provide opportunities for all pupils to achieve (differentiated lesson plans with linked EHC Plan as appropriate) 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 and the curriculum is broad and balanced.
Ensure that all stakeholders have full access to school information and policies. Improve the delivery of written information to pupils and families Improve/update staff training/awareness	High quality preparation for entry into school. All policies available from the school offices and the school websites i.e. link to LA admissions policy, SEN policy and statement/report. School prospectus produced School Behaviour and Consequences information 3 Golden rules in place School's arrangements for working with other agencies (Annual Reviews, Attendance and Behaviour Management protocols) School policies e.g. Anti-bullying, SEN policies, Health and Safety (All in place with annual review and on the school website) Emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities, including: alarms with both visual and auditory components where required, how the school deals with emergency procedures. (regular documented checks and practices e.g. fire drills – see also Health and Safety Policy, Staff Handbook, First Aid Guidelines. Personal Evacuation Plans are in place for identified children) Ongoing Whole school training TIS UK

	Information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, electronic presentations and. use of images and diagrams. The school has IT facilities which enable staff to access information through written information in different formats. The school ensures that staff are familiar with technology and practices developed to assist people with disabilities. Access to information: Staff pigeon holes, notice boards as part of school information systems including support staff.

Action Plan A Improving Access To The Physical Environment					
Objective	**Action**	**Priority**	**Date Commenced**	**Who Responsible**	**Cost**
To ensure the school is aware of all access needs of disabled children, parents, carers and staff. Consequently, to ensure all projects and alterations are fully accessible to all. All updates and repairs to the premises to cater for pupils and parents with access difficulties.	To undertake confidential surveys of staff and ensure their needs are met.(CAMs) Current accessibility through hall for infrequent occasions. If a pupil needed access – adaptations would be recommended To review and explore whether there is the need to modify the existing building in order to maximise access for all. To externally source experts with reference to design and H & S requirements for all contracted work through Aspire's Safe Contractor list. To take advice from Aspire/externally sourced expertise, with reference to alterations and costings. To ensure that this advice is risk assessed and considered in light of the wider school context.	High Medium Medium Medium	2018-2019	SLT	CIF funding

A fully cohesive programme of monitoring, review, prioritisation and refurbishment in line with H&S legislation is in place.	To take appropriate advice with reference to guidelines and maintain a rigorous programme of audit, monitoring and repair of areas requiring ramps, signage, white nosing and handrails etc.	Medium		SLT	
Security and Access to Front entrance and playground entrances	New doors and security system to School House Entrance New gates, perimeter fencing and double door access through playground entrance	High	2018 – entrance doors and security system 2019– perimeter fencing and gates	SLT	Aspire Premises/ safeguarding
Access through corridors	Cupboards and shelving to narrow corridor space removed	High	2018-19	SLT	None
Disabled parking carpark at hall	Parking adequate but not marked out.	Med	2018-19	SLT	Cost of markings
Disabled toilets	Facilities adequate, but new build will require modifications if needs of students change.	Low	2018-19	SLT	Aspire/CCC
Ensure emergency evacuation systems are accessible to all eg both visual/auditory	Maintenance to look at fire alarm system and update to include visual warning	Med	2018-19	Maintenance/health and safety team	None at present

Action Plan B Pupil Achievement, Access to The Curriculum and Wider Learning Opportunities					
Objective	**Action**	**Priority**	**Date Commenced**	**Who is responsible**	**Cost**
Robust baselines inform high quality differentiation in Teaching and Learning. Ongoing assessment shapes fluid and effective provision Effective provision of Interventions accelerates progress for most vulnerable Careful monitoring of wider opportunities and their impact on the whole learner Strong organisation of Classrooms to	• Analysis of all performance data from pupil starting points (both KS1 and Benchmarking assessments) • Analysis of significant groups and their performance from their starting points i.e. high and low prior attainment/PPG children • Analysis of layers of vulnerability through SLT– individual pupils with multiple barriers to learning identified • Analysis of SEN progress • Reviews of Health Care Plans • Attendance monitoring • Analysis of PP • Analysis of learning inclusion, involvement in all activities through learning walks and pupil conferencing • Monitoring and review of effectiveness of interventions/impact on progress. Provision mapping used across each cohort • Analysis of access to extra-curricular activities (e.g. trips, residentials and clubs) • Analysis of pupil leadership opportunities particularly in upper KS2 and through ownership of curriculum design/environmental developments (CAMs) • Audit of resources and distribution to maximise	High High High High High High High High High High	Termly Annually Termly Annually	All teaching staff led by SLT SE SE SE SE SE SLT SLT SLT	Cost of release for SLT/SMT

inspire and promote, participation and independence of all pupils Staff training in supporting pupils with SEND/other vulnerabilities – focus on key areas of need ASD, SpLD, Dyspraxia Curriculum development	learning environment • Learning Walks to gauge quality of enabling environment • Lesson observations to consider effective deployment of TA support • SENDco to deliver specialist training where gaps in teacher and TA knowledge are identified. External advice sought where necessary • Staff inset day exploring good practice, present and future needs, timetabling, changing admission demographics, where we want to be	High High High High High	Ongoing Termly Termly As required Autumn term	SLT SLT SLT / North Hub HoS SE SE	Possible resource implications Training cost implications and additional SENDco hours
Admissions, Transitions and Exclusions	• Analysis of exclusion records • External agencies liaison e.g. Speech and Language Therapist, Education Welfare, Ed Psych. • Cross phase liaison, e.g. induction arrangements, EYFS/Yr 1 transition, Yr 2/Yr 3 transition through New Parent Feedback • Yr 6-Yr 7 cross phase provision • Adherence to Cornwall Admissions policy and rights to appeal • Newly admitted pupils monitored		Ongoing Termly Annually Annually Ongoing On transition to school	SLT SLT All Staff Teacher/	None

Behaviour and Safety	• Analysis of Bullying Incidents • Analysis of Racist Incidents • Focus on attitudinal surveys through pupil surveys and pupil leadership forums i.e. School Council/Anti-bullying Council		Ongoing Termly Termly Termly Annually	SLT SLT then all staff	None

Employing, Promoting and Training Staff	• Analysis of Training records • Analysis of Application forms		Termly As applicable	SLT SLT	

Action Plan C Improving The Delivery of Written Information					
Objective	**Action**	**Priority**	**Date Commenced**	**Who Responsible**	**Cost**
To promote equality of access to information for all – feedback surveys indicate that parents feel involved in their child's education and able to approach the school To ensure delivery of information to parents and carers of disabled students is improved through removal of barriers. They feel confident in their dealings with the school. To ensure Home	Consult parents and carers about access needs when new children are admitted and thereafter to revise preferred communication opportunities through the data sheets collected in September The ongoing review of information to parents and carers in order to ensure it is accessible. Improved communication with all students/stakeholders through the use of multi layered opportunities i.e. website, text service, email, Senior leadership presence in the early morning playground etc. To ensure that all families who do not have internet access receive paper copies of information Ensure that discussion about access to information is included in all annual reviews, behaviour and SEN consultations Review the school website to ensure it remains relevant and viable for optimum communication and explicitly welcomes all pupils including disabled and SEN Timely review of progress made against targets taking into	High High High High Med High	September – Annually Ongoing Annually - Term 6	SLT and GB coordinate staff teams	None Cost of Eschools subscription None I

School links for learning and wider communication issues are timely, positive and mutually supportive. All pupils and their families have a sense of belonging and pride in their school.	account information sources such as internally and externally sourced audits of pupil and parent voice - in particular Parent View. Prominent at school gate, open door policy Head accessible	 High	 Ongoing	 SE	None
The availability of written materials in alternative formats when specifically requested	• The school will ensure ongoing awareness of the services available for converting written information into alternative formats	Low	As appropriate	GH/SE	None
Review documentation on website to check accessibility for parents with English as an Additional Language/barriers to literacy	• The school will review formats publicised on the school website – particularly for new parents to the school – in order to ensure accessibility for parents with English as an additional language or barriers to literacy	Med	As appropriate	SD/GB	None

Revisiting the Scheme

Our scheme will be reviewed and revised annually i.e. September 2019 and advisory board members will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment.

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

- Personal Development, Behaviour and Welfare policy
- Curriculum Policies
- Emergency Plan
- Health and Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

Equality Impact Assessments will be undertaken as and when the school policies are reviewed. The terms of reference for Director's meetings will include the need to consider the Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Board of Directors.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act.

The priorities for the Accessibility Plan for our schools were identified by:

- The Advisory Board Members
- The Senior Leadership Team
- The SENDco