



# SOUTH WONSTON PRIMARY SCHOOL

## ACCESSIBILITY POLICY

### Rationale

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education and subsequently the Equalities Act 2010 identified that schools and Governing Bodies have three key duties towards disabled pupils:

- 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 Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equalities Act:

- Increasing the extent to which disabled pupils 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.

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.

### Vision and values

South Wonston Primary has high ambition for its disabled pupils and expects them to participate and achieve in every aspect of school life.

**We aim to provide a safe and friendly school community where our children are encouraged to become curious, courageous and resilient learners.**

We **nurture** our children, building an inclusive community based on respect, ambition and achievement

We **inspire** our children to discover, develop and celebrate their unique talents and abilities.

'We believe that every child can succeed'

We **challenge** and support our children to be resilient and to overcome obstacles, equipping them with the attitudes and skills that will enable them to achieve their personal best and prepare them for the future developing world.

Through both ambition and determination our children learn to **achieve** by respecting the beliefs, religions and cultures of others, celebrating diversity and supporting each other to be the best that we can be.

#### **The school will**

- Set suitable learning challenges
- Respond to pupils diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

The school aims to identify and remove barriers to disabled pupils in every area of school life and make all children feel welcome irrespective of race, colour, creed or impairment.

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 2014 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Main priorities:

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

- Ensure that teachers and LSA's have necessary training to teach and support disabled pupils
- Ensure the classrooms are optimally organised for disabled pupils
- Ensure all lessons provide opportunities for all pupils to achieve
- Check that all lessons are responsive to pupil diversity
- Provide lessons that involve work to be done by individuals, pairs, groups and the whole class
- Ensure that all pupils are encouraged to take part in music, drama and physical activities
- Check that staff recognise and allow for the mental effort expended by some disabled pupils i.e. lip reading for a deaf child, physical exercise for some disabled children.
- Ensure that all children can access computer technology
- Check that school visits are open to all
- Provide high expectations of all pupils
- Seek to remove all barriers to learning and participation

#### **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and the associated services:**

- Check the layout of areas allow access for all pupils
- Ensure that wheelchairs can access the whole building
- Check that pathways around the school are logical and well signed
- Ensure emergency and evacuation systems inform all children, alarms being visual and auditory
- Provide décor and signage suitable for all children and not confusing or disorientating to those with visual impairment, autism or epilepsy

- Check that all areas are well lit
- Check to reduce background noise for hearing impaired children
- Ensure furniture is selected and located to suit all children

**Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

- Provide information in simple language, symbols, large print, audio tape or Braille for pupils who have difficulty with standard forms of print
- Ensure information is presented in user-friendly ways to disabled pupils when working in groups
- Provide written information in different formats as required
- Ensure staff are familiar with technology and practices to support disabled pupils
- Check preferences expressed by the pupils or their parents

Implementation and action plans In order to ensure that action is taken to meet the Accessibility plan priorities, South Wonston Primary School will draw up an action plan to make things happen, which outlines how the requirements will be met.

Reviewing and revising This scheme will be reviewed and revised every three years:

3 year period covered by this plan: May 2021 – 2024

Appendix A – Definition of disabilities

## Appendix A – Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person’s ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as:

- dyslexia
- autism
- speech and language impairments
- ADHD An impairment does not in itself mean a person is disabled. It is the effect on the person’s ability to carry out normal day-to-day activities that has to be considered.

Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability can be collected in the following ways:

- Pupils – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Headteacher in confidence.

Disability information can be grouped according to type:

Type of disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	

Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	

## APPENDIX 1: ACCESS PLAN 2021 - 2023

### Priority 1: Physical Access

OBJECTIVE	Action	Lead person	Success Criteria	Timescale	Monitoring and Evaluation
To review the physical environment of the school with regards accessibility by disabled users.	To assess individual needs of disabled pupils to determine any personal equipment needs and/or additional support. Reorganise classrooms so physically disabled or sight impaired staff / pupils are not accommodated in classrooms accessed via a flight of steps due to fire exit restrictions <i>(New pupils – liaise with parents/portage/relevant agencies/previous setting)</i>	SENCo	The school is aware of disabled pupils' needs and able to prioritise in order to meet the needs (access funding where possible)	On-going as need arises	Annual monitoring
	Long term – To provide automatic doors to front entrance	HT/ Governors	Main entrance has automatic doors.	When finance allows	GB
	Review current sound proofing arrangements in some classes	Site Manager/ Govs	An improved system is put into place to reduce noise and echo if necessary.	When finance allows	GB/staff

Priority 2: Curriculum Access					
OBJECTIVE	Action	Lead person	Success Criteria	Timescale	Monitoring and Evaluation
Continue to develop staff knowledge and understanding of inclusive classroom practice and on issues faced by different disability.	<p>Continue to provide training for all staff so that there is a deeper understanding of how to facilitate access for pupils with disabilities including:</p> <ul style="list-style-type: none"> <li>○ ADHD</li> <li>○ ASD</li> <li>○ Dyslexia</li> <li>○ Impaired sight / hearing</li> </ul> <p>Provide training for staff in Makaton where child with hearing difficulties enters their class.</p> <p>Ensure staff new to the school are provided with training and access to resources when they join the school</p>	Linzi Carter - SENCo	<p>Teachers and TA's benefit from a rolling programme of training and updates regarding inclusion of pupils with specific needs across the curriculum</p> <p>Specific courses for TA's/ teachers working with individuals e.g. ASD – mean that staff are more aware of particular needs ensuring inclusion.</p>	<p>Ongoing as needs arise.</p> <p>Annual refresher training for staff delivered by SENCo</p> <p>-review through Performance management of staff.</p>	HT /GB
To increase the extent to which disabled pupils can participate in the school curriculum	To monitor and ensure that disabled pupils are able to access the full range of curricular and extra-curricular activities, making reasonable adjustments where	SENCo	Pupils with disabilities take part in all school trips (curriculum) and extra-curricular activities which they choose, including residential trips, swimming and sports. Risk assessments	On-going	On-going

Reviewed and updated April 2021

	required, including the provision of additional adult support if appropriate.		completed and adjustments made as appropriate eg supervision levels, specialist support etc.  Monitoring shows that disabled pupils are engaging in extra-curricular activities.		
	Assessment leader and SENCo tracks attainment and progress of disabled children termly. Outcomes are discussed with class teacher.	SR/SENCO  SENCO	PSP's, IBP's amended as necessary  Teachers personalising the curriculum to meet needs	On-going	HT/GB
Review the representation of disabled people in books available to the children in school.	To raise awareness and increase understanding of disabilities amongst pupils through assemblies & PHSE lessons  Library audit by SLS identifies gaps in library stock and creates a purchasing list.		All pupils have an awareness of some disabilities and can demonstrate an understanding of the difficulties faced by pupils with disabilities.  More books available in library and for staff to use as part of the PHSE curriculum	Autumn 2021	HT/GB
<b>Priority 3: Access to information</b>					
OBJECTIVE	Action	Lead person	Success Criteria	Timescale	Monitoring and Evaluation
Information available in alternative sizes or on different coloured paper	Admin staff and teachers/TA's produce information as required in alternative forms ( coloured paper, increased font size, type face, braille)	Admin officer/ HT/SENCo	As required, pupils / parents are able to access materials in an appropriate format	On-going	HT



Reviewed and updated April 2021

	<p>For partially sighted or visually impaired arrange for either verbal transcript or Braille copy. AO to ensure information is known as to where to access this service</p> <p>Updated school website allows for change of font size and screen resolution</p> <p>To publicise this commitments through the school website.</p>				
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