

Wolverham Primary and Nursery School Accessibility Plan



At Wolverham Primary School we are committed to providing a fully accessible environment to all pupils, staff, parents and visitors regardless of their needs.

Purpose of the Plan: The purpose of this plan is to show how Wolverham Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability 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.

AIMS & OBJECTIVES

- ❖ We ensure that all our children have equal access to the curriculum and develop it as needed to ensure that pupils with disability are provided with equal opportunity to progress and develop academically just as abled bodied pupils.
- ❖ We aim to improve our physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.
- ❖ Through positive educational experiences, including the physical environment of the school, we aim to develop facilities and provide physical aids to ensure full inclusion and access to education for all pupils, no matter their disability.

The school has children with a limited range of disabilities which include autistic spectrum disorder and serious medical conditions with related susceptibility to infections. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents – see SEN local offer on the school website.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. A spare inhaler is kept in the staff room.

Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff, on the staff noticeboard, the head teachers' office board and next to the central first aid point in the staff room. We have competent First Aiders who hold current First Aid certificates.

All medication is collected by the school office and an administration of medicines consent form is filled in by parents outlining the illness and amount and time of medication. All medication, that is given, is recorded. Some children receive regular medication in school and this is administered by the same person each day and counter-signed.

Tracking and monitoring of Accessibility

Possible Accessibility issue	Actions in place	Frequency of actions	Monitoring of actions
<p>To support all pupils, including those with EAL to participate fully in the life of the school.</p> <p>To ensure that all members of our school community can access school newsletters and information</p>	<p>Pupils with EAL receive differentiated support including small group interventions as required on an individual requirement basis</p> <p>Written information to be sent home in different languages as appropriate.</p>	Ongoing daily	Pupil progress files monitored by inclusion staff; observations carried out on group interventions
<p>To provide specialist equipment to promote participation in learning by all pupils.</p> <p>To meet the needs of individuals during statutory end of KS2 tests</p>	<p>Differentiated curriculum; termly individual action plans identifying support required/targets; small group or 1:1 interventions. Purchase of equipment. Liaison with SENDCO. Access arrangements to be identified by JO each year and appropriate test orders to be submitted.</p>	Termly tracking for action plans	SENCO monitors action plans/IEPs and interventions at least termly or more often if required
<p>To ensure that the accessibility Plan becomes an annual item at the FGB meetings.</p>	<p>LC to add to list for FGB meetings.</p>	Ongoing throughout year in line with pupil needs	I
<p>To improve staff awareness of disability issues.</p>	<p>Review training each September.</p> <ul style="list-style-type: none"> - Staff to attend medical conditions in school training (Oct 2016). - Information to be shared during whole school INSETS of individual children's needs - Regular support from school health and epilepsy team 	Yearly and as needed during INSETS	
<p>To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc.</p>	<p>The school curriculum is accessible to all pupils via; extra adult support during class sessions, residential visits or out of class interventions. LC to ensure compliance with legislation.</p>	Ongoing tracking of pupil needs throughout the school year Risk assessments before school trips	Monitored by inclusion staff, SLT and individual adults who give support. Pupil needs are reassessed regularly and support adapted to suit needs.
<p>Access through the school building</p>	<p>School has wide doors/corridors for accessibility. Ramps outside for wheelchair access and two disabled toilets</p> <p>Library shelving to be purchased when relocated to learning community room.</p>	Ongoing in line with pupil needs Submit request for shelving	Monitored regularly by SLT and inclusion staff along with Site maintenance officer.
<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access (as within whole school) 	Whole school approach	

learning styles when teaching	<ul style="list-style-type: none"> • Individual ipads and/or laptops for children as required • Ekklan training for staff in both FS, key stage 1 and key stage 2 • Giving alternatives to enable disabled pupils to participate successfully in lessons such as 1:1 support or adapted resources • Personalised timetables for children with both whole class support and individual/group work • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 		
To promote the involvement of disabled students in classroom activities. To promote independence of all pupils	All staff to use QFT checklist from Companion to ensure lessons are planned to meet the needs of all pupils in the class	Jan 17 onwards	

MONITORING & REVIEW

It is the responsibility of the Headteacher and Governing Body to monitor the effectiveness of this Accessibility policy by:

- Monitoring the progress of children with disability, comparing them with the progress made by able bodied children.
- Assess the impact of this plan through regular review of the action plan above.
- Provide training for staff in accessibility needs and raising awareness of disability discrimination.

The Governing Body and Headteacher will review this policy every three years, or earlier if considered necessary.

This policy should be read in conjunction with the following policies:

- ❖ Equal Opportunities Policy
- ❖ SEN Policy
- ❖ Race Equality Policy
- ❖ Looked After Children Policy
- ❖ EAL Policy
- ❖ Health & Safety Policy
- ❖ Teaching & Learning Policy

Policy date November 2016

Due for update November 2019