# Great Whelnetham C of E Accessibility Plan 2021-2024

Great Whelnetham C of E Primary School is a 'welcoming and delightfully happy environment in which pupils thrive and want to do their best.' We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

## Purpose of Plan

This plan shows how Great Whelnetham C of E Primary School intends, over time, to increase the accessibility of our school for pupils, staff, parents/carers and visitors with a disability.

## Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities.

## Areas of planning responsibilities

- Increasing access for pupils with a disability to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame .

## Contextual Information

Great Whelnetham C of E Primary School is a single storey building which houses four main classrooms, a school hall and a learning hub/library. An extension project created a further two classrooms, known as the cabin. This is where our Year 5 and 6 children learn. A Disabled toilet is available near the front entrance to the school building which also includes the main reception office and the leadership team's office. There is a parking area at the

front of the building for disabled users and they can gain access to the school safely via the main door entrance area, which is suitable for wheelchair users.

**Current Range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities. We currently have one child attending school that requires the use of a wheelchair. This child is fully supported by a key worker and a separate area that includes a hoist is accessed by two members of staff for her intimate care needs. This child can safely enter the building through the main entrance and the entrance to the rear of the building. She is always supported and accompanied by her key worker.

**Increasing access for disabled pupils to the school curriculum**.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

| Target | Strategies | Time scale | Responsibility | Success Criteria |
|---|---|---|---|---|
| Increase Confidence of all staff in differentiating the curriculum. | Be aware of staff training needs on curriculum access<br><br>Assign CPD for dyslexia, differentiation and recording methods<br><br>Online learning modules if required | On-going and as required | SENCO/ Head of School Executive Headteacher | Raised staff confidence in strategies for differentiation and increased pupil participation |
| Ensure classroom support staff have specific training on disability issues | Be aware of staff training needs<br>Staff access appropriate CPD<br>Online learning modules if required | As required | SENCO/ Head of School Executive Headteacher | Raised confidence of support staff |
| Ensure all staff are aware of disabled children's curriculum access | Set up a system of individual access plans for disabled pupils and ensure that all staff are aware. | As required | SENCO/ Head of School Executive Headteacher | All staff aware of individuals needs |

| | Information sharing with all agencies involved with child | | | |
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| Use ICT software to support learning | Make sure software installed where needed | As required | ICT | Wider use of SEND resources in classrooms |
| All educational visits to be accessible to all | Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness | As required | Head of School Executive Headteacher | All pupils in school able to access all educational visits and take part in a range of activities |
| Review PE curriculum to ensure PE accessible to all | Gather information on accessible PE and disability sports Seek disabled sports people to come into school | As required | PE subject leader | All to have access to PE and be able to excel |

## Improving access to the physical environment of the school

Great Whelnetham C of E Primary School is working hard to grow and develop – an extension has been added to cater for the needs of our upper key stage two children. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

| Target | Strategies | Timescale | Responsibility | Success Criteria |
|---|---|---|---|---|
| The school is aware of the access needs of pupils, staff, governors, parent/carers and visitors with a disability. | To create access plans for individual disabled pupils as part of the IEP/Pupil passport process when required<br><br>Be aware of staff, governors and parents access needs and meet | As required<br><br>Induction and on going if required<br><br>Annually | Senco<br><br>Ex HT/Head of School<br><br>Ex HT/Head of | IEPs/Pupil passports in place for disabled pupils and all staff aware of pupils needs<br><br>All staff and governors feel confident their needs are met<br><br>Parents have full access to |

| | | | School | all school activities |
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| | Through questions and discussions find out the access needs of parents/carers through newsletter | Recruit ment process | | Access issues do not influence recruitment and retention issues |
| | Consider access needs during recruitment process | | HT | |
| | Ensure staff aware of Environment Access Standard | | | |
| Layout of school to allow access for all pupils to all areas | Keep all access points clear and free of any obstacles for the safety of all wheelchair users. | Consider in any new developmen t | Gov/HT/Site manager | Disabled parents/carers/ visitors feel welcome |
| Improve signage and external access for visually impaired people | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities | As required<br><br>Each Sept | ExHT/SENCO/office Manager | All pupils and staff with a disability working alongside are safe in the event of a fire |
| Ensure hearing equipment in classrooms to support hearing impaired | Seek support from LA hearing impaired unit on the appropriate equipment | Ongoing | HT | All children have access to the equipment |
| All fire | Make sure all | On-going | LA | All fire escape |

| escape routes are suitable for all | areas of school can have wheelchair access | and as required and as appropriate | | routes are accessible and known to all staff/pupils/visitors and Governors. |

**Improving the delivery of written information to pupils with a disability.**

This will include planning to make written information that is normally provided by the school to its pupils available to pupils with a disability. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

| Target | Strategies | Timescale | Responsibility | Success Criteria |
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| Review information to parents/carers to ensure it is accessible. | Provide information and letters in clear print<br><br>School office will support and help parents to access information and complete school forms<br><br>Ensure website and all document accessible via the school website can be accessed by the visually impaired. | During induction<br><br>On-going<br><br>Current | Staff/Support staff<br><br>School Office<br><br>Website design team | All parents receive information in a form that they can access<br><br>All parents understand what are the headlines of the school information |
| Improve the delivery of information in writing in an appropriate format | Provide suitably enlarged, clear print for pupils with a visual impairment | As required | School staff/ Office | Excellent communication |
| Ensure all staff are aware of guidance on accessible formats | Guidance to staff on dyslexia and accessible information | On-going | HT/ SENCO | Staff produce their own information |
| Annual review information to | Develop child friendly IEP/Pupil passport | On-going | Senco | Staff more aware of pupils |

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| be as accessible as possible | review formats | | | preferred method of communications |
| Languages other than English to be visible in school | Some welcome signs to be multi-lingual | Refresh every Autumn term | HT | Confidence of parents to access their child's education |
| Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information | Ensure website is fully compliant with requirement for access by person with visual impairment. | Review each term | All staff | All can access information about the school |

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