



# Wearhead Primary School

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*"THE SMALL SCHOOL WITH A BIG HEART"*

This plan has been adopted by Mr T.Hiley HT

## Wearhead Primary School

### Accessibility Plan 2017-2020

#### Ownership of the Plan:

Lead People responsible – Karen Evans (HT & SENCO)

Natalie Dalton (Parent Governor – Safeguarding & Curriculum)

#### Plan formulated by:

Karen Evans (HT & SENCO)

Natalie Dalton (Parent Governor – Safeguarding & Curriculum)

Michelle Robson (Chair of Governors and Premises)

School Council

Liz Walsh (volunteer reader and wheelchair user)

Approved by the Governing Body on 21/03/2017

To be reviewed every 3 years, or when legislation requires it.

Date of next review **January 2020**

Signed:  (HT & SENCO)

Signed:  (Chair of Governors)

Signed:  (Parent Governor)



## Purpose of the plan

The purpose of this plan is to show how Wearhead Primary School intends, over time, to increase the accessibility for all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community. We aim to, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage as our ethos promotes equality for all regardless of any disability or special need.

## 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.

## Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

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 DDA:

- ☐ increasing the extent to which disabled pupils can participate in the **school curriculum**, which 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 the **environment of the school** to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- ☐ improving the delivery to disabled pupils of **information, which is provided in writing** for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

## Contextual Information

The majority of the school building and playground is accessible to wheelchair users and those with limited mobility. The only part of the school which is not accessible is the main hall, which also serves as the dining room. Outdoors the less accessible areas is the Forest Schools site which is located at the top of the school playing field.



## The current range of disabilities within Wearhead Primary School

Wearhead Primary School has had, over time, children with many disabilities and special education needs such as: ASD/Autism, hearing impairments, diabetes, asthma etc.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents. We have a small minority of 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.

Some children and staff have allergies or food intolerances. It is the responsibility of all members of the school community to be aware and act accordingly.

All medical information is collated and available to staff. We have competent First Aiders who hold current First Aid certificates and these are reviewed regularly.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded and countersigned by another member of staff.

## Wearhead Primary School Accessibility Plan 2017-2020

Targets	Strategies	Outcome	Timescale	Achieved
<b>EQUALITY &amp; INCLUSION</b>				
To ensure that the Accessibility Plan becomes an annual item at the governor meetings.	Clerk to governors to add to list for governor meetings.	Adherence to legislation	Annually	21/3/17
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	All staff and whole school community aware of issue	On-going Needs led	Lego therapy training May 17
To ensure that all policies consider the implications of disability access.	Consider during review of policies	Policies reflect current legislation	On-going when other policies reviewed- in partnership with special responsibilities governor.	



<b>PHYSICAL ENVIRONMENT</b>				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows. (devolved capital budget)	Reasonable adjustments may be made to the school building to improve access.  <b>CONSIDER:</b>  Improved thresholds between rooms/ keeping doorways clear to allow wheelchair access.  'Possible' access to the main hall- hand rails fitted/ portable ramp available?  Handrail at front entrance.  Doorbell moved to suitable height at front entrance for wheelchair users and school telephone number clearly visible, if attention needs attracting by a disabled person.	On-going  Ongoing  Summer/autumn 2017  "  Immediate	Yes
<b>CURRICULUM</b>				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCo to review the needs of children (review meetings) and audit/ provide training for staff as needed.	Staff are able to enable all children to access the full curriculum.	On-going	Lego Therapy May 17.  LSA in post from June 17 re EHCP

To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of- school education will comply with legislation to ensure that the needs of all children are met.	On-going	
To provide specialist equipment to promote participation in learning by all pupils.	Provide pupils with appropriate resources to aid communication and access to the curriculum. eg. special pencil grips, headphones, writing slopes etc. Seek advice from Learning Support Services.	Children will develop independent learning skills.	To be reviewed by SENCO – pupil driven	Ear defenders, pencil grips, fidget toys all to be purchased or purchased
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, use of a scribe, computer software etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually	Any SEND children in Y6 will be offered early opening, extra time, scribe, reader etc if they qualify for that. HT responsible to make the applications.
<b>COMMUNICATION</b>				
To ensure that all parents and other members of the school community can access information.	Written information can be provided in alternative formats as necessary, if requested: e-mail, newsletter, website.	Improved access to written information.	As needed - ongoing	
To ensure that	Staff to hold	All parents are	Open door policy	



parents who are unable to attend school, because of a disability, can access parents' consultation sessions.	consultations by phone or send home written information, in any appropriate format.	informed of children's progress – physical barriers removed.	if alternatives are required – as needed.	
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