

Accessibility Plan



WHARTON C.E. PRIMARY SCHOOL

Written by Mrs K Williams December 2018

Approved by Governors February 2019

Accessibility Plan - Wharton C of E Primary School 2018-2019

The accessibility plan was drawn up in consultation with pupils, parents, staff and governors in (2016,2017 and 2018) it will be reviewed on an annual basis by, the Inclusion Lead (SENDCO).

The aims are to provide a fully accessible environment which values and includes all pupils, staff, parents and visitors catering for their spiritual, cultural, emotional, medical and social and physical or sensory differences and to welcome and encourage adults and children whatever their background. Negative attitudes will be challenged and an ethos of belonging and inclusion will be fostered and promoted so that all people are valued and treated with equality.

Actions in the plan include

- Adjustments to the physical environment, providing additional facilities as necessary. For the building and equipment that enables access to education, updating the premises with the needs of the community in a regular review of accessibility
- To ensure that the Curriculum tailors for the needs of all the learners so that pupils with a disability have their needs addressed so that no pupil is disadvantaged in their learning. Not only in the classroom but Teaching staff will offer after school clubs, visits, residential visits and leisure and performance opportunities as part of the wider curriculum. This is in line with the Disability Discrimination Act.
- Improving the delivery of written communication so that school events, timetables and essential information is presented in preferred formats (letters, website, hand-outs, information booklets) for the needs of the school population, including families where English is not their first language.
- On-going developments and training for Governors and Staff will be delivered to promote positive attitudes towards a fair education and to ensure no discriminating is evident.
- See our policies for SEND, Equal Opportunity, Health and Safety and Behaviour.
- Curriculum policies need to be written with regard to inclusion and access.
- Adjustments are made when the children have attended fracture clinics and need to attend school with broken limbs and risk assessment carried out if needed. Parents hand over of information is vital here so that crutches, wheel chairs and mobility aids, rests and PE and Playtimes/ lunchbreaks are considered.
- Religious beliefs and cultural differences will be welcomed and catered for when considering pupils, families and visitors to the school.
- The growing diversity of the language needs of the school's pupils are provided for using EAL resources. Recent new languages include Bulgarian, Slovakian, Estonian and Romanian alongside Polish and Chinese speaking families.
- This plan will be available on the school website. Two documents: Supporting children with Medical Needs and Making reasonable adjustments are consulted where complex situations are applied. These are National guidelines that guide schools on their duties and responsibilities.
- Cheshire West and Chester the local authority and Ofsted will monitor this plan.
- The Plan was reviewed in December 2018

Accessibility Issue	Action	Time scale	Persons Involved	Monitoring
Pupils Attainment	Data is analysed to check progress and target next steps to close any gaps in attainment. Addressing inequality.	Half termly and Termly reviews	Curriculum Leaders SLT Governors	Senior Leadership Team (SLT) monitor each term Data challenge meetings with Governing body
Differentiated Curriculum	All Teachers differentiate planning for appropriate level of support (or challenge)	Daily plans, Weekly planning and Mid Term Planning	All Class Teachers (& TA's involved) Assistant HT's SENDCO	SLT Head Teacher Assistant HT'S SENDCO Curriculum Leaders Middle Managers
SEND needs Special education or disabilities	Class Provision Maps. Initial concerns and SEN child profile if applicable. ICP's (individual Communication Plan) SLCN (Speech and language communication needs) IBP's for behaviour support	Termly actions targeted on profile 3 monthly ICP reviews -Speech Therapist plans. Regular interviews	All Teachers SENDCO Parents All Teaching Assistants and Mrs Hamlett specialist SLCN TA, Sendco and Speech and Language Therapists (SALT)	Report to governors by SENDCO. Termly/half termly SEND meetings SLT. Outside agents monitor school strategies and evaluate progress against plans and consultations.
Pupils with an additional language Support from guidance re File-EAL Language Acquisition	Concepts and language 1:1. Dictionaries for dual language. Books and Traditional tales in two languages available from Teachers loan library Visual info/ symbols and routines, photo's.	Termly progress Base line assessment of vocabulary, aspects of Speaking and listening and grammar conventions	Sendco /Teaching Assistant responsible alongside class. TA for Speech and Language provision Karen Hamlett or Teaching Assistant supporting classes helps with concepts and labels when new to English.	SENDCO Class Teacher Buddies (with same language) Good home: school links Parental updates and tips for linking languages (SENDCO)
Resources People -appropriate staff Equipment i.e. visual aids/ hearing aids/ Sensory processing	Sound field system in all classes and assembly hall. Dyslexia/Irlens/Autism Resources purchased used at home and in school. SEN budget used to purchase Fidget toys, Chewlery, move and sit cushion, sloping boards, pens for	Visits as and when required: to address barriers and provide necessary adaptations. Early intervention is key.	SENCO and Class Teacher/ TA working Sensory Teachers of VI and HI. AMBDA specialist and Irlens specialist. Physio and Occupational Therapists. Autism Specialist Teachers. Out-	Reports evaluated strategies in place by SENDCO. Team around child Children given responsibility for equipment, tools to help address needs.

	handwriting difficulties.		reach and Early Years Team support.	
Curriculum Access- Medical needs managed	Deployment of adults. Medication, modified activities to suit sensory medical or emotional needs.	As and when discussion around barriers , adjustments and restrictions and necessary adaptations reviewed with child and parents.	One to one TA's. Class TA's. Parents are key to regular updates and communication.	Class Teacher SENDCO Community Health Nurses (Diabetes and Epilepsy and Continence, syndromes or health conditions Health Care plans First Aid Training
Building Design Outdoor facilities	Bungalow style school - one floor total wheelchair access. From external doors inside to outside space. Outdoor in Key stage 1 Outdoor play provision and in yr1.	Purpose built school. Sensory garden and forest area and Pond can be used by children gardening experiences. Health and well-being. All responsible staff.	Teaching Team and Care taking staff who maintain the Grounds	SENDCO and SEN Governor and premises sub-committee and school care taker.
Indoor Facilities	Rest Room with bed for Epilepsy recovery. Hygiene room. The Ark -split into two Sensory room and nurture / ELSA counselling space for children.	Timetabled nurture-ELSA support reviewed termly and offered bespoke when needed. Daily access for rest, injections and blood tests.	Nurture practitioner and ELSA lead	K. Williams communication with Medical staff and special training updated if appropriate. Champions of Epilepsy and Diabetes attend school with care plans from the Hospitals if significant needs are identified.

N.B School will willingly act and put in place any medical information or necessary actions. It is the Parent/ Carers responsibility to inform school staff in a clear manner, providing Health Care Plans (continence, epilepsy, diabetes, asthma plans) when needed so that we can proceed with any flexible arrangements. Staff will review and share to necessary team members. The CPOMs system may be used to record and communicate the necessary actions from Parental / Carer contacts made.

As with SEN code ASSESS, PLAN, DO and REVIEW with Parents / Carers.

Reviewed December 2018 written by K. Williams

Approved Staff and Governors Jan 2019