



WEST ROAD PRIMARY SCHOOL

ACCESS PLAN

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. West Road Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the other pupils; (If a school fails to do this they are in breach of the Equality Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame e.g. texts via the phone.
5. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
6. The School's complaints procedure covers the Accessibility Plan.

ACCESS PLAN TO SUPPORT EQUALITY POLICY

	<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Responsibility</u>	<u>Time frame</u>	<u>Evaluation</u>
<u>Short-term</u>	To introduce the Thrive Concept and values to enable children with attachment/ SEMH difficulties to access curriculum activities with greater success.	Time for Thrive practitioner to complete assessments and put action plans in place. Awareness training to the whole school.	Staff to have an understanding of the theory and principles Children receiving support through the Thrive program are able to access the curriculum and make equal progress to their peers.	Head Teacher Inclusion Team All staff	July 2016	
<u>Short-term</u>	To develop a Hub to provide a safe area for children experiencing SEMH difficulties and to build parental links in school.	Specific area for Hub to be developed. Liaison with professionals in schools that have set up successful Hubs.	A greater number of parents will feel comfortable coming into school and interacting with staff. Parents will be able to access information through the Hub. Children with SEMH difficulties will have a safe area in which to share their worries, calm down and prepare to learn.	Head Teacher Inclusion Team All staff	July 2016	

<u>Short-term</u>	To develop a school sensory area within The Hub.	Purchase equipment suitable for sensory stimulation. Provide a space for children to access safely.	Children who require sensory simulation to have access to a safe, well-resourced area that has a positive impact on their school experience.	Inclusion Team Head Teacher	July 2016	
<u>Short-term</u>	To provide support for all children to access the curriculum.	Along with any specific resources needed, 1 to 1 support will be allocated as appropriate to ensure that children with a disability can access the curriculum.	All children will receive the support they require in order to be able to access the curriculum equally to their peers.	Head Teacher SENCO	Ongoing	
<u>Short-term</u>	To communicate with the pupil's family and professionals to ensure the needs of any child with disability are met	Put in place an Educational Health Care Plan/ SEN Support Plan outlining the child's needs. Hold regular meetings with the parents to	All children will receive the support they require in order to be able to access the curriculum equally to their peers.	All teaching staff SENCO	Ongoing	

		<p>share progress and maintain positive links between home and school.</p> <p>Involve outside agencies/ professionals, when appropriate, to ensure each child to receiving the support they require.</p>				
<u>Medium-term</u>	To train staff when children attend the school with specific disabilities and needs.	<p>Contact appropriate agencies (e.g. Visual Impairment team) to train/ provide advice and equipment as appropriate.</p> <p>Provide appropriate training through CPD courses, INSET days and weekly staff meetings.</p>	Children with specific disabilities and needs will be able to access the curriculum and participate in school activities equally to their peers.	<p>Head Teacher</p> <p>Inclusion Team</p> <p>SENCO</p>	Ongoing	

<u>Medium-term</u>	To provide easy access for disabled visitors at the School Reception.	Place a sign on the front door to inform visitors to ring a bell for assistance.	Wheelchair users and those with other physical disabilities can easily access the school via the main doors.	Head teacher School Business Manager Governors	December 2016	
<u>Long-term</u>	To share knowledge of disabilities throughout the school community	Create a diary and programme of disability awareness days. Invite professionals/ carers to share knowledge.	For adults and children to have an understanding of the diverse disabilities that may affect children and others in the community.	Head teacher Inclusion Team SENCo All Staff	July 2017	
<u>Long-term</u>	Improved wheelchair access to all areas.	When new building works take place consider ramp access. (In particular, consider ramp access from the top and bottom playgrounds into school)	All outside doors will have disabled access via a ramp.	Head teacher Governors	September 2018	

Long-term	All classrooms/ areas of school to be accessible to wheelchair users.	Consideration to be given to the width of any new doors	All areas of school to be easily accessible for wheelchair users.	Head teacher Governors	September 2018	
<u>Long-term</u>	To ensure that communication between home and school is clear for all parents.	Consider installing a Hearing loop at the main school reception/ office window. Consider providing the school prospectus in a variety of languages and Braille.	All parents/ carers and visitors to school to be able to communicate effectively with staff.	Head teacher School Business Manager Governors	September 2018	

We are keen to continue to improve our accessibility for all of our school users whatever their disability. While we strive to ensure this we are aware that we must be constantly vigilant and must put in place systems and resources as the need becomes necessary to any changing situations.