



## **Wittering Primary School**

### **Accessibility Plan**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/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:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.
- d) It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## The School's Context

Wittering Primary school is a mainstream school for boys and girls age range 4 years to 11 years old. The school comprises of one school building. There is disability access for all classrooms and main areas of the school.

## The School's Aims

- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, independence and a passion for learning. • To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential. • To provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All entrances to the school are either flat or ramped and have wide doors. The lobby is fully accessible for wheelchair users.

There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. We also have access to a hoist which enables us to move and handle children safely.

The school has internal emergency signage and escape routes are clearly marked.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs. We consult with experts when new situations regarding pupils with disabilities are experienced.

23.24 plan

<b>Increasing the extent to which disabled pupils can participate in the school curriculum</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success criteria</b>
Effective communication and engagement with parents	SLT/ Senco	Termly meetings with parents/carers – Termly consultations, Annual Review meetings with SENCo, open evenings, chance to share days	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child’s learning
Training for staff on increasing access to the curriculum for all pupils	SLT/ Senco	Epipen and epilepsy training Intimate care policy and trained staff Access to courses, CPD Outreach support from local special school Online resources for CPD shared with staff	Training time TA time allocated	In place and ongoing: Epipen Training Regular visits from	Increased access to the curriculum Needs of all learners met

		Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.		outside professionals	Maintain records of staff trained
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Senco/ SLT	Strategic deployment of support staff/intervention teacher Use of ICT, eg: Text to voice software text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys. Ensure specialist equipment (eg: hoist) is checked daily and seek advice if needed (eg: from hoist company/OT/PD teacher)	Resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed
Adaptations to the curriculum to meet the needs of individual learners	SENCO/SLT	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills through Dance Mat touch type Programme Individualised curriculums for pupils Use of access arrangements for assessment/National tests	Independent speech therapist Occupational Therapy Physio as required	In place and ongoing	Needs of all learners met enabling positive outcomes
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/Senco/Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.
<b>Improving Physical Environment</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success criteria</b>

Provision of wheelchair accessible toilets		Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant		Designated disabled parking Wide doors and corridors Clear route through school	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Improvements to help the visually impaired		Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Sensory Team where applicable	Cost of materials and labour	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Maintain safe access around exterior of school		Ensure that pathways are kept clear of vegetation	Cost included in ground's maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school		Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school
Improve access into the building from the key stage two playground		Adapt door steps off playground near the staff room to allow for easier wheelchair access		July 2025	People with disabilities can access school through the door with ease
<b>Improve the Delivery of Written Information</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success criteria</b>
Availability of written material in alternative formats		Weekly newsletter emailed to parent/carers Improve availability of information for parents – share appropriate leaflets/information for parents Key content published on school website	Contact details and cost of translation / adaptation	In place & ongoing	All parent/carers will be up to date and well informed

		Provided translated documents where appropriate			of school information
Ensure documents are accessible for pupils with visual impairment		Seek and act on advice from sensory support advisor on individual pupil requirements Ensure large, clear font used in documentation and on the board	Loan/purchase of specialist equipment if needed	In place & ongoing	Pupils able to access all school documentation

Updated		Ratified		Review Frequency	Next Review	Signed By	
By	Date	By	Date			Head	Chair
Jenny Murray	September 2023	LGC	09.10.24	2 Years	Autumn 2025	<i>C. Blake</i>	<i>L. Andrew</i>