

Love Trust Community

**Accessibility Policy and Plan
2019/2021**

**WICKHAMBREAUX CHURCH OF ENGLAND
PRIMARY SCHOOL**



Accessibility Policy and Plan

This Accessibility Plan is compliant with current legislation and requirements as specified in The Special Educational Needs and Disability Regulation, 2014, the Disability Discrimination Act and 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. It should be read in conjunction with the following policies, strategies and documents of the school:

Teaching and Learning Policy
Complaints Policy
Equal Opportunities Policy
Charging and Remissions Policy
Health & Safety Policy
Homework Policy
School Behaviour and Anti-Bullying Policy
Well Being and Involvement Policy
SEND Policy
Premises Management: Security and Procedures

Wickhambreaux C of E School Accessibility Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with its stakeholders and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (an in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Wickhambreaux C of E Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, 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.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to it. We will take relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the pupils without a disability. 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 the delivery of written 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 timeframe.

All school staff continually monitor the needs of the children. Adaptations to curriculum, physical, social or environmental factors are all made on an individual basis after consultation with the Inclusion Manager or SLT.

Curriculum Accessibility				
Target	Strategies	Expected outcome	Timescale	Monitored by
<p>To meet the needs of all learners.</p> <p>Increased knowledge of disabilities such as ASC, ADHD, Dyslexia and SALT difficulties.</p>	<p>Review the needs of children with specific difficulties. Staff to attend training as required. e.g. sensory circuits, SALT etc</p>	<p>All staff have a clear understanding of strategies to improve children's access to the curriculum. Some staff have specific training relating to a child they are supporting.</p>	<p>Ongoing and as appropriate.</p>	<p>SENDCO/HT GB T/As</p>
<p>To develop the use of alternative communication systems.</p>	<p>Use of Communication in Print to produce symbols. Use of Makaton where appropriate.</p>	<p>Pupils with communication difficulties are able to participate fully in school and have a 'voice'.</p>	<p>Ongoing</p>	<p>SENDCO</p>
<p>To including a variety of teaching styles and approaches; continuing to develop teaching and learning strategies in line with current research.</p>	<p>Using guidance from Main-stream Minimum Standards for all Learners to ensure that quality first teaching strategies used throughout the school with induction support for new staff. Continue to access appropriate CPD and research.</p>	<p>Teaching approaches adapted to suit the needs of a wide range of learners.</p> <p>Children become more independent learners.</p>	<p>Ongoing</p>	<p>SLT SENDCO</p>

<p>To identify and address potential barriers to learning for vulnerable groups.</p>	<p>Focus on additional support/ resources for Pupil Premium children. Pupil progress meetings to ensure all children are making progress and where not adaptation of quality first teaching strategies/ focussed interventions to be put in place. Data analysis of all groups (boys, girls, EAL, FSM, Pupil Premium)</p> <p>Use of ICT as part of differentiated approach (Use of Clicker 7)</p>	<p>Staff confident in their ability to meet the needs of all learners. Diminishing the difference between specified groups of children and the progress and attainment of the cohort.</p>	<p>Ongoing/termly reviews</p>	<p>Class teachers SENDCO SLT GB</p>
<p>Effective deployment of Teaching Assistants to promote learning</p>	<p>Using EFF guidance Making Best Use of Teaching Assistants, ensure that TA's are used effectively to promote the progress of learners.</p> <p>TA's to be supported through appraisal process. Training needs identified.</p> <p>Provision plans detail interventions and support for individual and groups of children.</p>	<p>All support from TAs leading to improved standards and progress of children they work with.</p> <p>TA appraisal targets directly linked to and supporting the school improvement plan. TAs feel supported in the appraisal process.</p> <p>TA's feel confident supporting learning and are clear about their role in the classroom.</p>	<p>Ongoing/termly reviews</p>	<p>Class teachers SENDCO SLT</p>
<p>Support for transition of pupils with SEND &/or are identified as being vulnerable.</p>	<p>Detailed transition arrangements in place for specific children e.g. Handover information meetings between staff, parents and relevant professionals.</p>	<p>Vulnerable pupils are supported during transition times to enable them to feel confident and succeed.</p>	<p>Transition periods and as appropriate</p>	<p>Class teachers SENDCO</p>

	<p>Update transition meeting with SENDCO for staff after the first couple of weeks</p> <p>Appropriate assessment arrangements.</p> <p>Monitoring of classroom environment and use of adapted materials and equipment.</p>			
<p>To raise awareness of Social Emotional Mental Health (Wellbeing for Staff and Children)</p>	<p>SENDCO to liaise with Early Help and parents. Whole school Using restorative justice approach</p> <p>Philosophy 4 Children/ developing learning behaviours</p> <p>Mindfulness training- promotion of mindfulness ambassadors in school.</p> <p>Designated Mental Health lead to be appointed. Staff to attend relevant Wellbeing training.</p>	<p>Children more aware of feelings and emotions, able to express themselves. Improved self-esteem, social skills and resilience.</p>	<p>Ongoing</p> <p>Autumn 2019-2021</p> <p>Spring 2020</p>	<p>SENDCO GB</p>
<p>To ensure reasonable adjustments for tests/assessments are made for pupils with SEND</p>	<p>Staff trained to give appropriate support in tests.</p> <p>Adapted environment /materials/ levels where suitable.</p> <p>Reminders of flexible arrangements to be given before each set of assessments. (Follow guidance given in access arrangements for SAT's)</p>	<p>Children able to demonstrate their capabilities in a given test and not restricted by any disability.</p>	<p>As appropriate / SAT's</p>	<p>SENCO SLT Class teachers</p>
<p>Classrooms are optimally organised to promote the participation and independence of all pupils.</p>	<p>Review layout of furniture and equipment to support the learning process in individual classes.(Standing desks used where appropriate) Promote use of visuals in individual classes.</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.</p>	<p>Ongoing</p> <p>Visual timetables and good sitting/listening</p>	<p>Class teachers SENDCO</p>

	All classes are monitored against the Mainstream Core Standards		prompts are already in use.	
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation on a regular basis.	All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	ongoing	SENDCO
Physical Accessibility				
Physical environment adapted to suit individual needs.	<p>Consideration given to accessibility for some children relating to the physical environment i.e. Height of pegs, table and chair height, use of writing slopes, weighted cushions, trampettes etc occupational therapist and physiotherapist will be consulted when appropriate. For more substantial adaptations AEN County will be consulted.</p> <p>Need to ensure that children with mobility issues or broken limbs are appropriately supported and adaptations made e.g. access to ICT</p> <p>Risk assessments to be completed.</p>	Barriers caused by environmental issues reduced. Increased access to the curriculum.	Ongoing and as appropriate.	SLT SENDCO GB
To promote physical development of pupils with SEND	Implementation of Physiotherapy & Occupational Therapy plans/training for staff as appropriate. Use of Fizzy/Clever Hands programmes.	Pupils with physical difficulties make progress in terms of their gross and fine motor skills. Mobility is increased and independence promoted.	Ongoing	SENDCO

Provision of Information				
Availability of written material in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it. Review in line with parent base (travellers and EAL)	The school will be able to provide written information in different formats when required for individual purposes. School information published on the school website is updated regularly.	ongoing	SLT SENDCO
To ensure parents are participants in their children's learning.	Website, newsletters and electronic newsletters, ParentMail parent consultations Curriculum workshops. Volunteer reading helpers (BRP) included in workshop relevant workshops	Parents kept up to date, informed and consulted on issues involving their children. Parents are able to work in partnership with the school in methods to support their children's learning. Approach to reading is consistent throughout the school.	ongoing	Subject leaders, reading manager, SENDCO