



Wyken Croft Primary School

Accessibility Plan

This document provides a guide for adults working in schools (including staff, Governors, volunteers and visitors). All staff within Wyken Croft should read and adhere to the policy at all times. It refers to and complements other policies including:

- Equal opportunities
- Health & Safety Policy
- Emergency Evacuation Procedures
- Special Educational Needs/ Inclusion Policy

Approved by the Full Governing Body:

Reviewed:

Introduction

We have a duty under the Fire Safety Regulatory Reform Order 2005 and the Equality Act 2010 to provide adequate access for disabled people.

We believe we have worked hard at making the entrances and exits accessible for disabled people. We are always looking at ways of improvement and we acknowledge that under the above Acts we are required to make reasonable adjustments to the building to improve access for disabled people.

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:

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

The Special Educational Needs Disability Act defines disability as people who have any of the following:

- physical disability
- sensory impairment such as visual and hearing
- mental health problems
- chronic illness such as asthma, epilepsy and diabetes
- medical conditions
- Asperger's Syndrome/Autism Spectrum Disorder
- special learning difficulties
- any other conditions which affects people's ability to study

We aim to provide access to our buildings, facilities and curriculum for all those who wish to access them. We are committed to improving access within the limitation of the physical structure of the buildings and other resources.

Annually we will undertake an audit of all entrances and exits as we are committed to providing a safe and welcoming school entrance that is accessible to all pupils, school personnel and visitors to the school.

This Accessibility plan builds upon previous access arrangements has been developed in consultation with the staff and governors of the schools and covers the period from Spring 2015 - Spring 2018.

Within Wyken Croft we aim to:

- Encourage independence and confidence within a happy and stimulating environment.
- Foster a desire and keenness to learn.
- Instil a respect for the opinions and needs of others.
- Raise awareness of and celebrate cultural and religious diversity.
- Promote inclusive practice in all aspects of school life.
- Develop intellectual, physical and creative potential to the full.
- Create a partnership between home and school which seeks to support children's development and learning.
- Promote a healthy lifestyle and a respect for the environment.

Current Accessibility Arrangements:

Admissions

The Governors of Wyken Croft support the Special Educational Needs and Disability Act (2001). The Governors are, therefore, committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs to the School will be conditional upon:

- (a) The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the Federation, including requests for additional funding, are dependent upon the Schools having access to all the relevant information
- (b) Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs
- (c) The availability of appropriate facilities within the school.
- (d) Agreement about the stages for which entry is being offered. In particular, transition from Primary to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education
- (e) Acceptance by the parents/guardians that some educational opportunities, which take place off-site, may not be available. The above conditions will also apply, if a disability develops during the course of a child's education within Wyken Croft.

Appointment of adults within the school.

All school personnel:

- have equal chances of training, career development and promotion
- receive induction training which specifically covers:

- Disabled access issues
- Health and safety risk management
- Reporting of identified hazards
- Equal opportunities
- Inclusion

- receive periodic training so that they are kept up to date with new information

Access to Buildings and Classrooms

In the main, all areas of the school are accessible to all stakeholders. These areas are detailed below.

Wyken Croft School Site

Building	Features
Main building	<p>Wherever possible all teaching areas have either flat or ramped entrances and exits.</p> <p>EYFS outdoor provision areas have wide doorways and can be accessed by a ramped entrance.</p> <p>There is the provision of 4 disabled toilets as well as hygiene suites situated on both floors.</p> <p>A lift is available from the ground to the first floor.</p> <p>Corridors and doors are wide enough for wheel chairs to be used. Doors have low fitted handles.</p> <p>All doors have vision panels.</p>
Hall	<p>Main entrance is available by a ramp allowing for easy wheel chair access. Fire doors open onto the outside. All people in wheelchairs would access via the main fire exit.</p> <p>Access to Kitchen Servery is clear and suitable for wheel chair bound pupils.</p>
Playground	Available for all pupils. Access is available without the need to use steps.
Field Area	Available for all pupils.

Charter Primary School Site

Building	Features
Main building	<p>Wherever possible all teaching areas have either flat or ramped entrances and exits.</p> <p>EYFS outdoor provision areas have wide doorways and can be accessed by a ramped entrance.</p> <p>There is the provision of 1 disabled toilet as well as a shower room.</p> <p>Corridors and doors are wide enough for wheel chairs to be used. Doors have low fitted handles.</p> <p>All doors have vision panels or are of transparent glass.</p>
Hall	<p>Main entrance is available by a ramp allowing for easy wheel chair access. Fire doors open onto the outside. All people in wheelchairs would access via the main fire exit.</p> <p>Access to Kitchen Servery is clear and suitable for wheel chair bound pupils.</p>
Playground	Available for all pupils. Access is available without the need to use steps.
Field Area	Available for all pupils.

Evacuation Procedures

Wyken Croft and Charter Primary School's Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a mainstream primary school, we cannot replicate the range of support and resources that a special school can provide. However, the school has successfully supported pupils with a range of disabilities. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan (IEP) or My Plan for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) agencies
- Technological enhancements – netbook, tablet etc
- Adaptation of teaching materials

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENCO, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with Key Stage tests.

The school has an on-going programme of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with disabilities will be given as required.

Informal Curriculum

Pupils within the Phoenix Federation have always been able to participate fully in the wide range of activities offered beyond the teaching areas consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan, Coordinated Support Plan, Intervention Plan or My Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with appropriate agencies.

The Accessibility Plan:

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Individuals with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Equal opportunities
- Health & Safety Policy
- Emergency Evacuation Procedures
- Special Educational Needs/ Inclusion Policy
- Admissions Policy

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 2 Action Plans which show how the school will address the priorities identified in the plan.

Action Plan 1: Improving Curriculum Access

TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Provide training for teachers / TA's on differentiating the curriculum for disabled students.	Undertake an audit of staff training requirements. Liaise with outside agencies to provide training where necessary. Maintain up-to-date CPD grid outlining related courses.	All teachers/ TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Ongoing	

Action Plan 2: Improving Written Information and signage

TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
To develop emergency exit procedures	Review provision in light of disabled students – i.e. think about positioning of teaching group and accessibility when organising class groups.	Procedures in place and conforming to current H&S policies and procedures PEEP's in place for vulnerable children	As above	

Management of the Plan

- The Governing Body will be responsible for the strategic direction of the School's Accessibility Plan.
- This committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher, Schools Business Manager and the Special Needs Co-ordinator will be responsible for the plans day to day implementation.
- Progress of the Plan's Priorities will be reported to the Full Governing Body at least once per year.
- Parents/ Carers can find a copy of the Accessibility Plan on the schools website or they may request a copy of the Accessibility Plan from the School Office.

Signed _____ Chair of Governors

Signed _____ Head teacher

Dated _____