

Weston Park Primary School



Accessibility Plan 2015-2018

Date of last review: July 2015

Date of next review: July 2016

ACCESSIBILITY PLAN 2015-2018

Introduction

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:

- to treat disabled pupils equitably regardless of disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Governors' Vision is that within the five years to 2019, we will have a school which everyone recognises as excellent, within an ethos which is *excited about excellence*. To achieve that vision we have committed, amongst other things, to:

- raise the standard of educational achievement of all children in our care;
- enable and drive the school towards providing exciting and challenging educational opportunities for all children;
- ensure that every child enjoys the same high quality of education in terms of resources, tuition and care.

This plan sets out the proposals of the 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:

- increasing the extent to which disabled pupils can participate in the school curriculum. This includes teaching and learning and the wider curriculum of the school such as after school clubs, leisure and cultural activities and school visits;
- improving the environment of the school to increase the extent to which disabled pupils/parents and carers can take advantage of education and associated services;
- improving the provision/accessibility of communication/information to disabled pupils/parents and carers to ensure all have equality of access to information.

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

We are a large Foundation school for primary age children, currently part of the Southampton Educational Trust. Our current English as an additional language (EAL) population is 10% across the school. There are a number of pupils on role with a range of identified and diagnosed SEND.

When a child joins the school, his or her learning needs, including any additional requirements due to the nature of a physical or learning impairment, will be assessed on entry. Each child's progress is assessed at least half-termly and children with special educational needs will have an individual education plan in place to support their progress and access to the curriculum in a targeted and focussed way. The Inclusion Leader / SENCO works with class teachers and teaching assistants to ensure the curriculum meets the needs and is accessible for all pupils.

Our school comprises of a one storey building, opened in 1950 covering a large site, with a long central corridor connecting classrooms. It was formed from the expansion of Weston Park Infant School (three form entry) and former Weston Park Junior School which closed in December 2012 (four form entry). Weston Park Primary school opened in January 2013.

As a result there is some duplication of functional internal and external facilities e.g. two school halls, alongside large outdoor areas. Our outdoor and internal learning areas, as well as the buildings themselves are in need of significant upgrading and the Governors have initiated a rolling ten year programme of school improvements for all areas.

Currently the school is accessible for most pupils, parents and carers. There is one area that has steps, leading to the Key Stage 2 hall, there is accessibility to this area of the school via a lift, all other areas are on a single level. The majority of entrances and exits have ramps.

The School's Aims

At Weston Park Primary we recognise the importance of providing a safe, happy and secure learning environment in which excellent learning and progress can take place. We believe everyone should be equally valued in the environment, enabling children to become independent, confident members of the community.

We aim to do this by:

Standards

- achieving the highest standards possible
- being a learning community where all are enabled to experience success and to achieve their best
- providing excellent teaching which is based on high expectations and imaginative planning

Values

- putting the well-being of each child at the heart of our work
- celebrating the diversity of our school community within a culture of mutual respect
- enabling children to make positive and informed life choices

Curriculum

- promoting excellence in all areas of the national Curriculum
- mastering the key skills of literacy, numeracy and information and communication technology
- placing a strong emphasis on sport, music and the arts

Parents

- developing a home/school partnership that is focused on the child's learning and development
- ensuring supportive and positive communication links between home and school
- actively involving parents and the wider community

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

Inclusive School (DfES 0774/2001)

SEN & Disability Act 2001

The Disability Discrimination Act (amended for school 2001)

Code of Practice for Schools (Disability Rights Commission)

ISI inspection

The revised SEND code of practice September 2014

The priorities for the Accessibility Plan for our school were identified by a planning group that consisted of: Chair of Governors, Parent Governor, Inclusion Leader, School Business Manager, Parents & Carers, including parents with disabled children.

The draft plan was reviewed by the Resources Committee in May 2015 and then put out for consultation to all parents, carers and staff through our school website. Comments were taken into consideration before the Resources Committee recommended the plan to the full Governing Body in December. Until that date, it functioned as an advisory document for resource planning.

Action Plan 2015 - 2018

A. Increasing the extent to which disabled pupils can participate in the school curriculum.				
Action	Time Scale	Responsibility	Success Criteria	Evaluation as at July 2015
<i>Teaching and Learning</i>				
A1. Explore and develop consistent working relationships with Children's Therapy Services.	Spring 1 2016	Inclusion Leader	Pupils will have their needs met in school through specific interventions and support.	INSET training to be arranged via CTS - FREE whole school training date to be confirmed - covers Speech Language and Communication, Occupational Therapy & Physiotherapy.
A2. Review current SLAs with Southampton LA support services (Sensory impairment, Speech & Language, Vermont Outreach Service) to ensure we are meeting children's needs effectively.	Autumn 2015 Review completed see evaluation	Resources Committee	Current services and any additional services identified have clear impact as measured by children's progress / IEPs and meet all identified needs.	New system in place for start of 2015 to 2016 - Southampton Advisory Outreach Services - 3 free referrals (1 in each term) for outreach support. Training referrals go through PHIG and support based on assessment. Additional support after 3 free assessments can be bought in. School EP hopefully will be confirmed as Colin Woodcock. School has also expressed interest in being involved in CAMHS Project to review support for children's mental health.
<i>Resources</i>				
A3. Continue to research and obtain appropriate resources for children with specific learning difficulties and / or at risk from dyslexia.	Initial review completed see evaluation notes Summer 2015	Inclusion Leader	There will be a measurable impact on improved reading & writing skills for identified pupils.	Shared with all year groups - set of Beat Dyslexia books/resources. New assessments for baseline to monitor progress in reading, comprehension, maths. Sandwell maths assessment to unpick maths difficulties. Possibly look into the purchase of Language Link/Speech Link to support S&L Meemo resources purchased - support

	Review resource Spring 2			working memory (also support dyslexic traits). All SEN resources to be stored centrally in cupboard in upper school.
A4. Identify additional school library resources to help children learn and understand about disabled children and their lives.	Autumn 2015	English Subject Leader	The resources will support pupils in understanding about differences between themselves and others.	Contact made with school library services to order suitable books for library to raise profile - perhaps look at school visitor.
Training				
A5. All staff to receive handwriting training to develop their understanding of posture, resourcing and supporting the development of handwriting.	Spring 1 2015	Inclusion Leader	Improved handwriting for children and embedded techniques for staff, increased accuracy in identification in barriers to effective handwriting.	Handwriting folder has been prepared and needs to be shared with new staff.
A6. Individual staff handwriting sessions to be booked as result of INSET day training.	Summer 2015 Additional training support given to specific teachers with pupils with handwriting issues	Inclusion Leader	Staff will be fully supported in providing programmes for individual and targeted groups of pupils.	Staff have received additional training for handwriting, handwriting pens/pencils been purchased.
A7. Plan and implement whole school training as appropriate in meeting the needs of individuals and groups of pupils. Some training to be booked as needed.	Autumn 2 2015 - staff CDP for SEN 30/11/15 INSET for CTS date to be arranged	Headteacher Inclusion Leader	CPD will impact on improved range of curriculum support interventions implemented to meet the needs of pupils and maximise progress.	Areas to be planned for training: Autism training CPD for all staff Inclusion leader to go on training for Including Pupils with Autism (booked for Nov 2015) Children's therapy service training for speech, language and communication, occupational therapy and physiotherapy

Extended school activities				
A8. Plan with FOTs to ensure that all events and after school activities e.g. school discos are accessible to all pupils and SEND pupils as appropriate.	To be carried out throughout 2015 - 18	Link governor FOTS Chair Headteacher Inclusion Leader	All events will be open and accessible to pupils with SEND, arrangements will meet their individual needs including appropriate levels of support.	
B. Improving the physical environment of the school				
Action	Time Scale	Responsibility	Success Criteria	Evaluation as at July 2015
B1. Ensure all plans for the refurbishment of outdoor learning and play areas are fully inclusive across the school site.	2015 -18	SLT Resources Committee	Outdoor environments will be fully accessible for all including pupils, staff and visitors	
B2. Audit access ramps, thresholds and outdoor pathways across the school ensuring clear entrance against DDA standards	Spring 2016	Business Manager & Site Manager	Priority list of actions and programme of improvements for Resource Committee approval	
B3. Approve additional expenditure on priority access needs and ensure implementation plan	Spring 2016	Resource Committee	Improvements in place as per schedule	
B4. Internal painting & decoration to the Code of Practice: BS 8300: 2001 as part of overall school upgrade programme	2015 - 18	Business Manager & Site Manager	Improved visual contrast as standard within school aids pupils, staff and parents.	
B5. Review resourcing and facilities in sensory room to ensure they appropriately meet pupil needs. Identified staff to be trained.	Summer 2016	Inclusion Leader	Inclusion spaces e.g. sensory room will be appropriately equipped and provide a place of support / relaxation for pupils as part of their targeted support programmes.	Due to the expansion of the school the Sensory Room will need to be relocated. Once a suitable relocation point has been agreed a full audit of resources will need to take place. Staff need to be trained in using sensory room.

				A timetable needs to be developed to ensure room is used regularly - could also be a part of Nurture Group timetable
C. Improving the delivery to disabled pupils of information, and also to parents & carers				
Action	Time Scale	Responsibility	Success Criteria	Evaluation as at July 2015
C1. Working party with EAL support team identifies any additional signage required around the school.	Spring 2016	NW Learning Environment Leader CN Learning Behaviour focus	Priority list of improved signs	In conjunction with 'learning environment coordinator' think about producing direction signs for school - expectations for walking around, all on left. Linked also to CN for Learning Behaviour
C2. Review school website to ensure we are achieving good accessibility for pupils/ parents with sensory or learning difficulties.	Spring 2016	Business Manager Link Governor Headteacher	Improvements made and/ or resource implications identified for Resources Committee.	School/parent survey to ascertain parents view of accessibility -
C3. Review communications with parents to determine their accessibility requirements.	Summer 2016	School Improvement Committee	Any necessary changes or improvements identified as a result parents will be able to access all communications appropriately.	Using information from school survey evaluate communication and develop more effective methods for communicating
C4. Evaluate priority list and approve expenditure.	Summer 2016	Business manager & resources committee	Children & parents move more easily around school	Based on review of information from survey evaluate priority needs and most effective means of communication