

Accessibility Plan 2024-26

Purpose

This plan exists to ensure that the school is equally accessible to disabled pupils and pupils with special education needs and that these pupils are not prevented from achieving academically, or getting maximum benefit from their school life, by being disadvantaged through inadequate provision of building structural services, facilities, resources or curricular/extra-curricular organisation.

The main objectives of this plan are:

- To increase the extent to which pupils with special educational needs or difficulties can participate in the school curriculum
- To improve the physical environment of the school to ensure that pupils with any kind of disability or learning difficulty can participate in all school activities
- To assess the delivery of written information to pupils to ensure that formats are available for pupils with disabilities or learning difficulties.
- To ensure that the school listens to the views expressed by the pupils or parents about their preferred means of communication.

Responsibilities

The Governing Body will ensure that adequate resources are available for meeting the needs of existing disabled pupils/parents/carers/staff as identified as part of accessibility planning. Once this has been achieved it will also consider the potential needs of future disabled pupils. However, it is recognised that such requirements may have an associated cost and these requirements will therefore not be implemented until the need to do so actually arises.

The Headteacher is responsible for ensuring that specialist help is provided to pupils with disabilities or specific learning difficulties in line with LA guidelines and that LA support services and resources are fully engaged. This could involve working with other local schools to use their specialist resources.

The Headteacher is responsible for ensuring that accessibility issues are considered during the procurement process.

The governing body is responsible for ensuring that this plan is monitored and evaluated.

The school will not discriminate against disabled pupils or those with a statement of special educational needs in their admissions and exclusions or in provision of education and other related school activities.

The school will not put disabled pupils / those with a statement of special educational needs at a substantial disadvantage.

The school will assess accessibility annually and publish an Accessibility Plan identifying any actions that need to be implemented.

Effectiveness of the Accessibility Plan will be monitored by the governing body.

The pupil's right to confidentiality will be respected.

The views of parents will be obtained to ensure that each child with a disability/statement of special educational needs is given an individual support plan that best meets their needs.

All staff will be fully briefed on the requirements of the support plans for children with a disability/statement of special educational needs.

Full risk assessments will be carried out to ensure the safety of well-being of disabled pupils/those with a statement of special educational needs.

All appropriate support resources and materials available from the LA will be engaged.

Increasing Participation in the School Curriculum

The Accessibility Plan will ensure that pupils with disabilities/statements of special educational needs are able to participate in the wider school curriculum including sports, clubs, cultural activities and school visits.

Classroom layouts and teaching methods are planned with the requirements of disabled children/those with a statement of special educational needs in mind.

Physically disabled pupils are assigned Teaching Assistants who can assist them where necessary.

Improving the Physical Environment

The physical environment will be assessed including steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, signage, interior surfaces, floor coverings, room décor and furniture.

Required improvements to physical access will be identified in line with current and possible future needs and within the constraints of school funds. (Such improvements could include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, well designed room acoustics and way-finding systems.)

Physical aids to support education will also be reviewed. Such aids might include ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, specialist pens and pencils, sloping desks, booster seats and specialist seating.

Improving the Delivery of Information to Disabled Children

Written information provided by the school to its pupils must be accessible to disabled pupils. The information should take account of pupils' disabilities, pupils' and parents' preferred formats and be made available within a reasonable timeframe. (The information might include handouts, timetables and information about school events. The school might provide the information in alternative formats such as large print, audio tape, braille, a recognised symbol system using pictures, by using ICT or by providing the information orally, through lip speaking or in sign language).

Monitoring and Evaluation

The progress on implementation of the Accessibility Plan and monitoring of its effectiveness is the responsibility of the school governing body and will be managed by the Pupil Development Committee.

Evaluation will be based on the following indicators:

- Greater satisfaction of disabled pupils and their parents with the provision made for them and their participation in the life of the school
- Evidence of the greater involvement of disabled pupils in the full life of the school (for example, participation in after school clubs, leisure, sporting and cultural activities and on school trips)
- Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs
- Audits carried out on the main curriculum areas
- Progressive planned improvements to the physical environment of the school
- Information being available to pupils in a range of formats

Current range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have some children who have asthma and all staff are aware of these children. Inhalers are kept securely in the class middle room and a record of use is noted. Some children have allergies or food intolerances and these are included in the 'Children with Medical Needs' details held in the First Aid room.

Some children who attend our school are hearing impaired. Special consideration is made to ensure that these children are able to access all lessons and activities with appropriate support from the Hearing Impaired Department.

Pupil medical information is available from the medical room and our online tool 'Medical Tracker' holds secure records of any medical plans. All prescription medication is securely stored in the First Aid Room. Administration of medicine consent must be completed by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded.

We have competent First Aiders who hold current First Aid certificates and staff trained in paediatric first aid.

Contextual Information

All of our school buildings and playground areas are accessible for wheelchair users. As a single storey building there is no requirement for lifts. There is ramp access throughout the building. A disabled toilet facility is available, which also includes a fully installed changing table suitable up to Year 6.

Every care has been taken in the compilation of this policy, and the information is correct at the time of publishing. Any policies that have been referenced in this policy are available on the school website:

<https://www.westonturville.bucks.sch.uk/page/?title=Statutory+Policies+and+Documents&pid=110>

Target	Strategy	Outcome	Timeframe, Short Term (ST), Medium Term (MT), Long Term (LT)	Achievement
To make available our school website, school newsletter and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it. Audit school website.	All school information available for all	MT	Delivery of information to school community improved

To provide auxillary aids, computer technology and services to ensure the whole range of pupils can participate effectively	Review all resources and teaching aids to ensure appropriate access to resources	Pupils are helped to engage in the curriculum through the use of appropriate technology and resources	ST	Increase in participation rates for disabled pupils
Accessibility of our school for the hearing impaired	Staff training arranged for sign language and communication needs.	Hearing impaired pupils are fully supported	MT	School is more effective at meeting the needs of all pupils.
Accessibility of our school for the visually impaired	Obtain advice alternative formats and use of IT software to produce customised materials	All school information available to all	MT	Delivery of school information for pupils and parents with visual impairments improved.
To ensure all teaching spaces are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases/teaching areas	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	MT	Increase in access to the EYFS Framework & the National Curriculum