



Great Whelnetham CEVCP School ACCESSIBILITY PLAN

At Great Whelnetham CEVCP School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors (Health Safety & Premises Committee) are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The 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 Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives:

Great Whelnetham CEVCP School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Statement: Accessibility Plan This statement was approved: Summer 2017

This statement is due for review at least every 3 years i.e. by Summer 2020 at the latest

Governor committee responsibility: Health Safety & Premises.



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The school recognises and values parent's/carer's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Great Whelnetham School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Section 2 of the Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- 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.

Great Whelnetham School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- Special Educational Needs & Disability Policy
- School Improvement & Development Plan



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The Accessibility Plan for physical accessibility relates to the Access Audit (see section 1) of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Health Safety & Premises Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010. 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 priorities for the Accessibility Plan for our school were identified by:

The Governing Body

Head Teacher

Office Manager

Section 1: **Access Audit** - Review Summer 2017

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	All classrooms in Great Whelnetham Primary School are built at ground level.	N/A	N/A	N/A
Corridor access	All corridors and doorways, including access to classrooms are wide enough to accommodate a wheelchair. There are no lips or barriers in between corridors and doors which would impede access.	Door stop to be adjusted in Kingfishers classroom.	HT/ Maintenance	Sept 2017
Lifts	None on site	N/A	N/A	N/A
Parking bays	There are NO clearly marked disabled parking bays on site located nearest to the school entrance.	Designated Space to be cleared and clearly marked. All staff to be informed of changes to parking in the staff carpark.	HT/ Maintenance/Grounds	A.S.A.P Completed May 2017
Entrances School site:	There is only one pedestrian gate which is unlocked but secured closed by a latch mechanism (for adults). This allows access to the site including wheel chair access. Access on the path over the ditch from Stanningfield Road The main entrance to the school is on a flat surface and easily accessible from the gate.	Access to school site from designated space to be clearly marked. Signage and alternative locking mechanism from original gate to be placed on wider gate.	HT/ Maintenance/Grounds	A.S.A.P
Ramps	There is a ramp to the rear of the school (located off the Wrens outdoor play area, near the playground for disabled access. (Currently Owls Classroom to become Larks Sept 2017)	Ensure the ramp is clear from any outdoor equipment.	Staff children - Wrens/ Owls	Sept 2017
Toilets	The school has two accessible toilets - one is located by the hall and the other is located in the cabin	The toilet in the Cabin to be extended to accommodate changing bed and hoisting.	HT to liaise with County Council ref this.	A.S.A.P
Reception area	The reception area is large enough to accommodate a wheel chair and the doors can be unlocked by a switch mechanism from the office, this will allow the adult to open and gain access to the main school. The internal reception area is open.	No action required Area to remain uncluttered	All staff	On going
Internal signage	All internal areas have signage and all rooms have labels on the doors.	No action required	All staff	On going

Emergency escape routes	<p>All areas have emergency lighting and all fire escape routes have appropriate signage.</p> <p>Each room has a fire escape plan and the route to the fire meeting point is highlighted.</p> <p>The routes are accessible for a wheelchair.</p>	<p>Some need re -fixing</p> <p>No action required</p>	HT / Maintenance	A.S.A.P
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Section 2: Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Increase access to the curriculum for pupils with a disability

Aim	Current good practice	Recommendation Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Differentiation in teaching is in place to cater for everyone's needs.	SENCO to monitor quality of differentiation and provision for SEND pupils	SENCO to monitor teaching plans and pupil's books. To be at least termly and part of Governor monitoring with SEND Gov.	SENCO	Ongoing throughout the year	Differentiation for pupils is effective and making an impact on progress of learning.
	Reasonable adjustments are made to cater for specific needs and disabilities, e.g. ASD pupils.	Interventions	HT/SENCO to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	HT/SENCO	Ongoing throughout the year. Review with HT in Summer Term to plan for Autumn Term	Interventions tailored to individual/group needs and having an impact on pupil's progress and attainment.
	Pupils with disabilities have access to IT equipment e.g. iPads Visually impaired pupils have coloured overlays or work on coloured paper. Fonts are at the appropriate size.	Staff training in the production, implementation and review of provision maps and Pupil Passports and monitoring systems.	SENCO to deliver staff training to teaching staff on PD days and to lead regular staff meetings ref SEND, each half term.	SENCO	Summer Term 2017	Teachers producing clear provision maps for their class and Pupil Passports are in place and reviewed with parent/carers regularly.

	All school trips and visits are inclusive. Reasonable alterations and adjustments are made.	Staff training in supporting pupils with SEND - focus on key areas of need within the school: SLCN, SPLD, AS, Dyspraxia	SENCO to arrange for training where possible. Identify gaps in knowledge and seek external advice if necessary.	SENCO	Autumn and Spring Term 2016/17	Staff are knowledgeable and are skilled in supporting pupils with a particular SEND
	All children have access to outdoor learning, again	To implement topic based language on communication aids, e.g. iPads and laptops	SENCO /HT to arrange specific training from SCARC (Suffolk Communication Aids Resource Centre)	SENCO	A S A.P	Teachers and TA are confident and able to plan specific topic work on iPad and laptops.
		To ensure quality support/ advice available for teachers and TA's	SENCO to make referrals and liaise with Priory Outreach Services re support within the classroom and ensure ICT assessments are regular and provision meets their needs.	SENCO	A.S.A.P	Teachers and TA are confident and to plan and deliver first quality teaching for all pupils.
		To give direct access and to further enhance opportunities for outdoor learning with peers.	Additional door/access with ramp to be installed to allow access to outside garden area (for Larks future use).	HT AK Bream builders	Completed June 2017	Disabled children freely use this access to enter/exit from the classroom to the garden area.
		To meet personal and hygiene needs of individuals.	Staff to utilise specific manual handling training and complete personal risk assessments.	SENCO	A.S.A.P	All staff confident and safe to meet personal and hygiene needs of individual.

Improve and maintain access to the physical environment

Aim	Current good practice	Recommendation Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	<p>The accessibility audit undertaken above (June 2017) shows that disability access to and from the school and in and around the school is good. Recent extensions and improvements to the school building have been done with disability access in mind.</p> <p>PEEPS (Personal, emergency evacuation plans) are currently in place for specific individuals ref their current, specific needs in the event of a fire. This has been reviewed regularly to ensure appropriateness as needs have changed over time.</p>	Easy access around the whole school	<p>Keep corridors clear from obstructions.</p> <p>Children's belongings to be securely stored on pegs</p> <p>'Keep Clear' signage to be installed.</p> <p>Shared responsibility by all children.</p>	<p>All staff and children</p> <p>Office staff</p>	Ongoing	Corridors are kept free from obstructions
		Access to every classroom is unlimited.	Door stop to be adjusted in Kingfishers classroom.	HT/ Maintenance	Sept 2017	Access to old Kingfishers/ new Robins classroom is good. Door stop works.
		To ensure safer dropping off or parking for disabled, vulnerable children or visitors.	<p>'Designated Space' to be cleared and clearly marked.</p> <p>All staff to be informed of changes to parking in the staff carpark.</p>	HT/ Grounds/ Maintenance	<p>A.S.A.P</p> <p>Completed May 2017</p>	<p>Disabled visitors can park easily and access main entrance of school.</p> <p>All other staff can continue to park in school carpark.</p>
		To ensure easy access to school site from designated car park space.	Signage 'Please use this gate' and alternative locking mechanism from original gate to be placed on wider gate.	HT/ Grounds/ Maintenance	A.S.A.P	Access from designated car park space to school site is clearly marked and easy

	However, the recent audit with specific pupil in mind to start at GW in Sept 2017 has shown some modifications and actions are required.	To ensure safe manual handling for all staff involved in changing and meeting toileting needs of disabled children.	The toilet in the Cabin to be extended to accommodate changing bed and hoisting.	HT to liaise with County Council ref this.	A.S.A.P	Changing bed and hoist to assist with toileting and changing.
		To give direct access and to further enhance opportunities for outdoor learning with peers.	Additional door / access with ramp to be installed to allow access to outside garden area (for Larks future use).	HT AK Bream builders	Completed	Disabled children freely use this access to enter exit from the classroom to the garden area.
		To ensure all fire escape routes have appropriate signage.	Some need re -fixing. Check new door installed June 2017	HT/ Maintenance	A.S.A.P	All signage for escape routes is clearly visible
		To ensure the safe evacuation of staff and individual in the event of an emergency on site.	PEEP (Personal Emergency and Evacuation Plan) to be in place and regularly reviewed with all staff. Fire drills at a range of specific times.	HT/CT/TA's SENCO and staff HT/Office staff	a.s.a.p (before visit). Regular at least termly	In an event of an emergency staff and individual evacuate without issue .
		To ensure safe storage and maintenance of specific equipment required in school.	Children's Kitchen to be cleared to allow overnight storage and charging of electric wheelchair.	JL Parent/ TA Cygnat Key Worker.	a.s.a.p Ongoing	Wheelchair stored and charged overnight for use following.

			Specific chair for feeding/ Collective Worship to be allocated space in hall allowing easy access.	Staff	Sept 2017	Full participation in Collective Worship and lunch with peers.	
			Specific equipment for classroom use to be part of routine furniture with in classroom.	Staff/Children	Sept 2017	All children accept and are aware of specialist equipment with in the classroom.	

Improve the delivery of written information to pupils

Aim	Current good practice	Recommendation Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of written information to pupils	Visually impaired pupils have coloured overlays or work on coloured paper. Fonts are at the appropriate size. Advice is sought from other professional agencies and followed up in school to allow better access for pupils with a disability and those where English is an Additional Language.	Availability of written material in alternative formats when specifically requested	Training to raise all staff awareness of the services available for converting written information into alternative formats.	All staff	Autumn Term 2017	Material is available in different languages.
		Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website - particularly for new parents to the school, in order to ensure accessibility for parents with English as an Additional Language.	SLT Governors	Autumn Term 2017	Material available to parents with English as an Additional Language