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A curriculum which builds enthusiasm for learning and equips children for the next stage of their education.



## Wellstead Primary School Accessibility Plan 2014-2017

### Introductory Statement

This Accessibility Plan has been drawn up to cover the period from September 2014 to September 2017. The plan is available in large print or other accessible format if required.

The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010, Disability and Discrimination Act 1995 as amended by the SEN and Disability Act 2001.

Wellstead Primary School are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The purpose of this plan shows how Wellstead Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

### Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.

### Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, currently under review, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2013 framework which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils

### Activity

#### Education & related activities

The school will...

- continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
- ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils
- ensure classrooms are optimally organised for disabled pupils
- lessons provide opportunities for all pupils to achieve and are responsive to pupil diversity
- lessons involve work to be done by individuals, pairs, groups and the whole class
- all pupils are encouraged to take part in music, drama and physical activities
- staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip-reading
- staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work
- staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education
- provide access to computer technology appropriate for students with disabilities

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- school visits, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment
- there are high expectations of all pupils
- staff seek to remove all barriers to learning and participation

### **Physical Environment**

The school will...

- take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.
- allow access for all pupils in the following areas - academic, sporting, play, social facilities, classrooms, the hall, library and outdoor sporting facilities and playgrounds
- allow pupils who use wheelchairs to move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities.
- ensure pathways of travel around the school site and parking arrangements are safe; routes are logical and well-signed
- ensure emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities
- ensure non-visual guides are used to assist people to use buildings
- ensure visual signing is clear to all pupils with disabilities
- ensure all areas are well lit
- ensure steps taken to reduce background noise for hearing impaired pupils
- ensure furniture and equipment is selected, adjusted and located appropriately

### **Provision of Information**

The school will...

- make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.
- provide, on request, information in a simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information
- ensure information is presented to groups in a way which is user-friendly for people with disabilities
- ensure that staff are familiar with technology and practices developed to assist people with disabilities

### **Welcoming and preparing for disabled pupils**

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the school requires full information. The school will ask prospective pupils to disclose whether they have received any learning support, have had an Educational Psychologist's report or have any disability or other condition of which the school should be aware. Where a pupil has a statement of Special Educational Needs, the school will work with the Local Authority (**LA**) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

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

- School Prospectus
- Disability Equality Scheme
- Equal Opportunities Policy
- Health and Safety Policy
- Special Educational Needs policy
- Child Protection policy

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The Accessibility Plan and associated targets will be regularly monitored in order to assess the progress being made against the targets set. There will be a full review of the plan by the 1<sup>st</sup> October 2017 when a new plan will be produced to cover the next three years.

### Wellstead Primary School Accessibility Plan 2014-2017

The Headteacher, Assistant Headteacher and School Business Manager completed Hampshire Access Audit form and the following recommendations were made.

Access Report Ref	Item	Activity	Timescale	cost
A1	Information on school site for disabled visitors	Update the school website to include information about the accessibility of the school and parking facilities	By Dec '14	N / A
A2	Signs to direct visitors to main entrance	Following building works ensure that signs direct visitors to main entrance	Sept '15	To be discussed with designers and architects
B4	Car Park	To add to website details on how visitors can call for assistance with parking	By Dec '14	N / A
C4	Identifying main entrance	Following building works ensure that signs are installed to highlight main entrance to the school  During building works, contractors to add signs to fencing	Sept '15  Nov '14	To be discussed with designers and architects
D2	Reception Area Seating	Ensure new seating is accessible to everyone and meets current standards	March '15	£1000
E4	Colour contrast of critical features	Discuss with architects the colour contrast of critical features around the school e.g. handrails, handles, doors	April '15	To be assessed
E7	Specialist curriculum areas	Consider the adaptation of specialist curriculum areas so that they are accessible to everyone.	Ongoing	To be assessed

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### Increasing the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Outcome	Timeframe	Goals achieved
Enable staff to increase their knowledge and understanding of the needs of disabled pupils and differentiate the curriculum accordingly.	Training of staff once pupils needs identified.  Liaise with specialist teacher advisors for different range of needs that identified pupils have.	Staff confidence in providing appropriate teaching and support to fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	To be addressed with the arrival of new pupils.	
Specialist curriculum areas. (E7)	Consider the adaptation of specialist curriculum areas so that they are accessible to everyone.	All children will be able to access the different curriculum areas in the school.	Ongoing.	

### Improving the physical environment of the school to increase access to education

Targets	Strategies	Outcome	Timeframe	Goals achieved
Ensure that there are adequate signs to direct visitors to main entrance (C4)	Following building works ensure that signs direct visitors on the route to the main entrance	Improve signage so that visitors can clearly identify their way around the school from the car park to the main entrance	Sept '15	
Review the signs that are in place for the identification of the main entrance (A2)	Following building works ensure that signs are installed to highlight main entrance to the school.  During building works, contractors to add signs to fencing	Improve signage so that visitors can clearly identify the main entrance	Sept '15  Nov '14	
Reception Area Seating (D2)	Ensure new seating is accessible to everyone and meets current standards	Reception area of the school will have adequate seating that is accessible to all	March '15	
Colour contrast of critical features (E4)	Discuss with architects the colour contrast of critical features around the school e.g. handrails, handles, doors	Hazards around the school are obvious e.g. stairs. Critical features stand out and make movement around the school accessible for all	April '15	

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### Improving the delivery of information to disabled pupils, staff and visitors

Targets	Strategies	Outcome	Timeframe	Goals achieved
Ensure that website is fully accessible to disabled users (A1)	Website designer to incorporate appropriate facilities to allow access by disabled visitors	New website incorporates disability aids	Dec '15	
Availability of written material in alternative formats (A1)	The school will make itself aware of the services available through the LEA for converting written information into alternative formats. (Ref <a href="http://www.w3.org/WAI/">http://www.w3.org/WAI/</a> )	The school will be able to provide written information for disabled visitors and pupils, when required, regarding disabled parking availability, accessible WC provision, a portable induction loop if applicable.	Annual reminder -	
To ensure that disabled visitors are aware in advance of the lack of a car park (B4)	Prepare an access statement to include reference to the restricted car parking provision. Include suggestion that visitors with special access arrangements should contact the school in advance of their visit.  Include this statement on website.	Highlight problem areas for disabled visitors so that they can take appropriate action.	Dec '15	
To ensure disabled visitors can gain access to the school (B4)	Ensure a statement on website and prospectus to advise disabled visitors to telephone ahead of visit to allow office staff to open gate for them. Office staff to enquire if visitors have any needs and advise disabled visitors to telephone ahead.	Office staff to open gates when necessary.	Dec '15	