



WERRINGTON PRIMARY SCHOOL

Werrington Primary School Accessibility Plan for 2019 - 2022

Purpose of the Plan

The purpose of this plan is to show how Werrington Primary School intends, over time, to increase the accessibility of our school for disabled pupils

Definition of Disability

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

Legal background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LA`s against either current or prospective disabled pupils in their access to education. It is a requirement that the school`s accessibility plan is resourced, implemented and reviewed and revised as necessary. 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 participation in after school clubs, leisure and cultural activities or school visits).
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education).
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include

hand-outs, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe).

Werrington Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school`s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The school is a one storey building for the majority but does have two classrooms on the first floor. However, the school is built on several levels which does mean that there are four internal short flights of stairs to access all areas on the ground floor including classrooms, the ICT Suite and Library area. The main entrance and school office is also accessed by a short flight of stairs. The school has two disabled toilets and a changing table. Wheelchair access is available into the main building through a separate entrance. There is disabled parking on site. All areas of the school grounds are accessible to wheelchair users.

At present we have no wheelchairs dependent pupils but we have some parents and pupils with mobility impairments.

The Current Range of Disabilities within Werrington Primary School

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

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms.

We have competent First Aiders and Paediatric First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

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Equality and Inclusion				
<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
To ensure that the Accessibility Plan becomes an annual agenda item at Autumn Term Resources Meetings.	Adherence to legislation.	P.McLauchlan	From September 2019	
To ensure that all policies consider the implications of disability access and equality.	Policies reflect current legislation.	P.McLauchlan	From January 2019	
Arrange and deliver training opportunities on the SEND Code Of Practice 2014.	All staff fully aware of the new SEND Reforms September 2014	G Craig	Ongoing	
Increase access to the curriculum by:				
<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
Increase access to the curriculum for pupils with a disability - SENCO to implement any advice from any outcomes from internal monitoring and outside agencies	All pupils able to access school's curriculum SEND pupils make good progress across the curriculum from their starting point and have access to trips and visits	SLT / Curriculum Team	Ongoing	
Audit books/ resources to ensure positive images of pupils with disabilities are portrayed.	Books/ resources available and being used which show positive images of pupils with disabilities.	P.McLauchlan	On going	

Autism Awareness training completed by all teaching staff and TA's Supporting pupils with ASD	Increased awareness of supporting pupils with ASD. Effective and consistent strategies being used by staff.	G Craig	Ongoing	
To provide specialist equipment to promote participation in learning by all pupils e.g. writing slopes, headphones	Children will develop independent learning skills.	G Craig	On going	
Increase access to the physical environment by:				
<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
Investigate the costs for ramps and railings to be installed to the Out of School Club and Main School Entrance	Ramp and railings installed which allow easier access to the main areas in school	Resources Committee	On going	
Maintain safe access for visually impaired people	Check condition of yellow paint on step edges regularly Check exterior lighting is working on a regular basis Install additional emergency lighting to Fire Exits where necessary	Resources Committee	On going	

Increase access to written materials by:

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
<p>Ensure strategies suggested during Dyslexia Friendly Training are used by all staff to improve access of pupils and parents to texts.</p>	<p>Dyslexia Friendly strategies are used consistently by all staff when preparing worksheets and letters/ notes home.</p>	<p>G Craig</p>	<p>On going</p>	
<p>To ensure that all parents and other members of the school community can access information</p>	<p>Written information will be provided in alternative formats as necessary</p>	<p>G.Craig / C.Prince</p>	<p>On going</p>	