



Wallands Community Primary School, Nursery and Language Centre

Accessibility Plan 2020– 2023

Adopted: October 2020
Review date: October 2023

Aims and Objectives

The Equality Act 2010 requires that all schools have an Accessibility Plan as part of equality legislation. According to the Equality Act 2010 a person has a disability if:

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

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

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

The aim of the Accessibility Plan is to provide:

- Full access to the curriculum
- Full access to information
- Full access to the physical environment

Wallands Community Primary 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 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, in line with our school motto: Happy together, learning forever.

Access Audit

We have a large site and a complex building, comprising of different levels of building. Our EYFS is on two floors with nursery situated on a level below Reception. This is accessible via a slope from a secure external gate. Our KS1 classrooms are on one level leading through from the office, the KS2 area is on two floors: Year 6 and our new Language Centre being on the ground floor and Years 3-5 being on the first floor. However, there is also a mezzanine level, housing a library and intervention rooms.

The school has wide corridors enabling the KS1 and hall areas, situated on the ground floor, to be accessible to all. There are two lifts within our KS2 area to allow access to all areas in this side of the building. Both are maintained regularly and can accommodate a large wheelchair. On-site parking for staff and visitors includes two dedicated disabled parking bays. There are ramped and flat entrances to the school through two entrances and we are currently seeking to improve this for all our entrances. Our main reception has a secure lobby fitted with a low hatch, fully accessible to wheelchair users.

Our Accessibility plan will be used to advise other school planning documents and policies and will be reported on annually in respect of progress and outcomes. This plan will be reviewed and approved by the governing body every three years.

Once approved the plan will be shared with the local authority.

The Accessibility Plan will be published on the school website.

The school will ensure the ongoing development of staff awareness and understanding of access issues through training and consultation.

Action Plan

Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	All staff are aware of the access needs of disabled children and can be safely evacuated	Create access plans for individual disabled children (including personal evacuation plans)	Within 2 weeks of such a child joining the school	SENCO/ Health and safety lead/ Head teacher	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. All disabled children and staff working with them are safe and confident in event of fire.
	School staff are better aware of access issues.	SENCO to ensure staff information is available in staff areas	Ongoing	Headteacher/governing body/SENCO	Raised confidence of staff and governors in commitment to meet access needs.
	Improve access to the school/reception area	a) Improve signs to give direction for wheelchair access to the school. b) Refresh marking of disabled parking spaces c) extend sloped entrance to Reception d) improvements to drive area		Caretaker ESCC	Disabled parents/carers visitors feel more welcome.
	Maintain new signage and external access for visually impaired people	a) Ensure white stripes on edge of all external steps repainted regularly	Ongoing	Premises officer	Visually impaired people feel safe in the grounds. Access around the site easier for all.

Medium Term	Improve accessibility of outdoor learning when redesigning outside space.	Consider needs when planning developments for rainscapes	In line with development	SENCO, Green team, HT	Layout optimises teaching and learning opportunities for all.
	Maintain safe access around the exterior of the school	Ensure pathways are kept clear of vegetation			
Long term	Develop new access point for Language Centre with a graded slope for wheelchair access				
	Ensure play equipment is accessible to wheel chair users.				

Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
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Short Term	Increase confidence of staff in differentiating the curriculum	Keep aware of staff training needs on curriculum access. Increased access to ICT for pupils who need it	Ongoing	SENCO	Raised confidence of staff in strategies for differentiation and increased pupil participation. (delivered via whole school training: dyslexia, dyscalculia, Sp and Lang)
	Ensure Teachers/TAs have access to specific training on relevant disability issues e.g. ASD, SEN training for NQTs, SLCN	a) Identify TA training needs and inform Professional Development process b) As relevant	Audit in December 2020	SENCO/HT	Raised confidence of staff
	Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children. b) Set up system for information to be shared with appropriate staff	Ongoing as needed	SENCO	All staff aware of individual pupils' access needs.
	Ensure all staff are aware of, and able to use, SEN software and resources	Continue to run training sessions on use of SEN Software e.g. Communication in Print	Ongoing	SENCO	Wider use of SEN resources in mainstream classes. e.g. Communicate in Print Lexia Dynamo Maths Reading rulers
	Improve educational experiences for visually impaired pupils	Risk assessments will be undertaken where appropriate. Providers will comply with all	As needed	SENCo	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.

	Improve educational experiences for hearing impaired pupils	legal requirements Daily maintenance and use of radio aids when required Consult Hearing Impairment team			Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
	All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements.	Ongoing	SENCO/ SLT/ Club leaders	Increased access to the extra-curricular activities for all pupils with SEND.

Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
Short Term	Review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when child is admitted to school	Ongoing review every September and when new	Headteacher/ SENCo	All parents getting information in format that they can access e.g. computer

		Provide translated documents where appropriate	children start		
	Inclusive discussion of access to information in all annual reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews b) Develop strategies on IEPs to meet needs	Ongoing	SENCo	Staff more aware of pupil's preferred methods of communication.
Medium Term	SEN information report displayed on website provides information and support for parents of disabled children. East Sussex Local Offer also provides information.	a) Work with parents of disabled children to produce an accessible SEN leaflet for the school.	As needed	SENCo	Increased confidence of parents of disabled children and those with SEN to support their children's education.