

Accessibility Policy and Plan – Water Meadows Primary School



Reviewed January 2021

This Accessibility Plan is compliant with current legislation and requirements as specified in The Special Educational Needs and Disability Regulation, 2014, the Disability Discrimination Act and the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

It should be read in conjunction with the following policies, strategies and documents of the school:

Teaching and Learning Policy

Complaints Policy

Equal Opportunities Policy

Charging and Remissions Policy

Health & Safety Policy

Homework Policy

School Behaviour and Anti-Bullying Policy

Well Being and Involvement Policy

SEND Policy

Premises Management: Security and Procedures

Water Meadows Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with its stakeholders and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.

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

Water Meadows Primary School is committed to providing a fully accessible environment, which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Currently the school does not have any pupils, staff or parents with disabilities requiring additional access.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to it. We will take relevant actions to:

- Improve 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.

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the pupils without a disability. This covers teaching, learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks, and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

IMPROVING THE CURRICULUM ACCESS

STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT
Home Learning (Covid 19) Provide differentiated learning to meet the needs of children that cannot access the whole class online learning. Individual home learning packs to be provided where the needs is identified. TAs to deliver targeted interventions online	All children, regardless of ability, will have access to high quality & targeted learning tasks during periods of home learning.	Reviewed termly	End of year attainment will be not be impacted by periods of home learning.
Small steps assessments for pupils that make slower than expected progress are being used in everyday learning tasks	Teachers deliver a small steps curriculum for identified pupils	Monitored 3 x year by SENCo	Progress is illustrated by the small steps assessments.
Review the needs of children with specific needs, provide relevant training. Provide training where needed.	All staff have a clear understanding of strategies to improve children's access to the curriculum	termly	Monitoring indicates that barriers to learning are being addressed.
Review all out of school provision to ensure compliance with legislation on a regular basis	All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	2 x annually	Extra-curricular activities are accessible to all children.
Review layout of furniture and equipment to support the learning process in individual classes.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Termly	Classrooms are optimally organised to promote the participation and independence of all pupil
Review whole class Provision	Provision maps and targets are relevant, up to date and form a	3 x year for pupils with personal plans	Pupils on the SEN register have provision; either on the

maps and personal plans	key part of the planning process for all pupils	Termly for whole class provision plans	whole class provision map or on personal plans
Review TA deployment so that it is matched to the needs of the students.	Adult support is appropriately delegated according to the needs of individual classes/children	July – in preparation for the next academic year. Sometimes mid-year if the need arises.	TA skills audit matches with TA allocations across the school.
Undertake a MCS audit for all staff. Review SEN action plan to incorporate identified training needs.	All class teachers are meeting the Mainstream Core Standards	3 x year monitoring	Classroom provision reflects the Mainstream Core Standards for all learners

IMPROVING THE PHYSICAL ACCESS

Approach to entrance	The school can be entered without using any steps. The doorway and school gates are wide enough to facilitate wheelchair access.
Car Parking and Deliveries	There are two disabled parking bays.
Internal mobility	<p>There are not any stairwells in the older section of the school; it is all ground floor level. The thresholds are all level with the ground allowing wheelchair entry to all classrooms (through the external fire doors). Doorways are of a sufficient width to allow wheelchair access.</p> <p>All doorways in the new build section are fully accessible to wheelchair users.</p> <p>There is an Evac Chair at the top of the stairwell.</p>
Outside areas	The external doorways (fire doors) in classrooms are wide enough for wheelchair access.
Disabled toilets	<p>The sports hall, which is a separate building, is fully accessible to wheelchair users and has a disabled toilet.</p> <p>The new build is fully DDA compliant and has disabled toilets upstairs and downstairs.</p>

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT
Review all current school	The school will be able to provide written information in	Ongoing	Availability of written material in

publications and promote the availability in different formats for those that require it.	different formats when required for individual purposes. School information published on the school website is updated regularly.		alternative format is available upon request. Parents have access to WEDUC.
The school will use translations approved by the LA for key information for EAL families	The school will be able to provide written information in alternative languages when required for individual purposes	ongoing	Availability of written material in different languages is available upon request. Parents with EAL are able to fully access information.
Undertake parent survey	School is more aware of the opinions of parents and acts on this.	Minimum x 2 Annually	Parent feedback is positive