

Winwick CE PRIMARY SCHOOL ACCESSIBILITY PLAN 2020 -2023



Purpose of the Plan

The purpose of this plan is to show how Winwick CE Primary School intends, over time, to increase and maintain the accessibility of our school. We are committed to providing an 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.

1. Legal Background

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and

1.2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3. This **Accessibility Plan** forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5. It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.6. The plan is to be reviewed and updated at least every three years.

2. School Aims

2.1. At Winwick CE Primary School, we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school vision and values.

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition, parents of children with a disability are consulted regularly to ensure all needs and areas of concern had been picked up. This happens at Annual Reviews of EHCP Plans, medical reviews with Welfare staff and the child's nursing team and through parent surveys and regular conversations that arise as part of our open door policy.

2.4. As stated above, Winwick CE School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents: This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- Winwick CE Primary School's Special Educational Needs & Disabilities (SEND) Report
- Equality Policy
- Curriculum Policies

- Winwick CE's Safeguarding policy
- Health & Safety policy
- Staff related policies

2.5. It will be the responsibility of the whole school community to implement this plan in a manner which promotes the inclusive ethos of our school.

2.6. Information about our Accessibility Plan will be published in on the school website.

2.7. The Plan will be monitored through the PDBW Committee of the Governors.

The fundamental school aim is that accessibility plan should therefore not just be linked to the school improvement process; it should be located firmly within it

Current Good Practice which supports this duty

3.1. The school's commitment to inclusivity could be validated with the Physical Access Audit of the school January 2020 with following in place:-

- Disabled parking in the school car park and a lowered pavement to allow easy access for a wheelchair;
- Ramp access to the main entrance, playground entrance and to the EYFS outdoor classroom;
- The school office has accessible buttons to ring for assistance (through the front entrance of the school);
- The school main and access doors are wide doors to accommodate wheelchair and disabled scooters;
- Disabled toilet available in school.

3.2. Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

3.2.1. Winwick CE Primary has close working relationships with Winwick Preschool and Cheshire day, local nurseries and pre-schools with thorough transition arrangements in the spring/summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting children.

3.2.2. The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with external agencies including Warrington SEN team, outreach services, health professionals, Warrington Early Help and Educational Psychology Service. The SENCo/Headteacher manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

3.2.3. The school works closely with specialist services including: **Education services**
Early Support, Educational Psychology Service, Special Educational Needs (SEN) team and Education welfare service (attendance)

Health/social services

Speech and language therapy, Occupational therapy, Specialist consultant, General Practitioners, Child Development Clinic
- Paediatricians, Health visitor, School nurse, Child and adolescent mental health service - CAMHS, Social Services.

APPENDIX 1**Winwick CE School Accessibility Plan 2020 - 2023**

Improving the environment of the school to increase the extent to which disabled pupils, and their parents/carers can take advantage of education and associated services

	Item	Activity	Timescale	Responsibility	Cost	Outcome
1	DOOR ACCESS	Review the access control to the school and upgrade if necessary change from number entry to fob entry (at the back door). Ensure that all entry and exit locks and wheel chair accessible.	July 2021	Site Manager/Office Manager Site Manager/Office Manager		Doors at front of school accessible to wheelchair users Exit from school not accessible – buttons up high for safety of Children. Emergency exit button is accessible from wheel chair height.
2	LIGHTING	Is there enough Outdoor lighting for school car park and back door of school to ensure that all staff are safe when entering and leaving the building.	January 2021	Site Manager/SBM	£180	Lights maintained and replaced if necessary
3	VISIBILITY OF STEP EDGES	Repaint/paint yellow lines to mark level transitions (Reception Entrance, Front Entrance, Y5/6 Fire	January 2021	Site Manager	£100	Edges re-painted but

		Escape). Explore paint that is more durable – lines fade very Quickly, Reception	Jan 2021			
4	ALL PLAYGROUND EQUIPMENT	Audit of playground equipment and its accessibility for all age groups.	July 2020	Site Manager/Office Manger		Replace any broken equipment
5	SCHOOL ENTRANCE	Electronic Signing-in System for Staff, Pupils, Parents, Visitors and Contractors	September 2022	Site Manager/SBM	£4500	Discuss with Governors to see if possible.

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

Target	Strategy	Outcome	Responsibility	Timeframe	Achievement
Training for teachers on Code of Practice	CPD session to update all teachers about the CoP, key areas of need and identification	All teachers aware of their responsibility as teachers of SEN Familiar with SEN abbreviations, terms etc Familiar with identification of need in 4 broad areas of need	SENDCo	January 2021	Staff awareness raised evident in input to Pupil Progress Meetings, SEN reviews and in staff referrals for observations/assessments
Ensuring the school is Communication Friendly	CPD for all staff delivered by SENDco SaLT (NHS) modelling strategies for all EHCP children and staff who work with them WLSaLT and SENDCo – learning walks to audit Look into using a S&L scheme	Visual Timetables used in all classrooms for whole class Stop Signal used across the school Personal Goals – expectations consistent across the school Timetables personalised for high needs children to endure a good fit for their needs Staff using Word Aware Strategies to support whole class and as part of individualised programmes individual	EYFS Staff SENDCo/SLT – monitor All staff	January 2022	Communication friendly school.
Audit of out-of-school activities are planned to	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers	AHT/SENDCo/EVO	October 2020	

ensure, where		that comply with all current			
reasonable, the participation of the whole range of pupils	Ensure disadvantaged pupils are participating	and future legislative requirements			
Classrooms are organised to promote the participation and independence of all pupils	Review the layout of furniture and equipment to ensure it supports the learning process in individual class.		AHT/ Teaching Staff and SENCo	Ongoing	Increase in access to the National Curriculum/EYFS
Rolling programme of training for staff re: specific needs e.g. ASD, dyslexia, Anxiety	To identify CPD opportunities in line with needs of specific staff and specific children including on-line, face-to-face, peer observations, modelling from a specialist, joint planning etc	Staff's knowledge is in-line with the needs of specific children and provision is effective and fitted to the needs of the child Parents, staff and children work together to identify effective strategies and to ensure consistency between home and school	SLT SENDCo All staff	Ongoing	Termly CPD programme Termly modelling From SENDco staff Progress of EHCP children Early identification of need prevents children missing curriculum and includes them in their classrooms for majority of each day.

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Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Target	Strategy	Outcome	Responsibility	Timeframe	Achievement
Availability of written material in alternative formats when specifically Requested.	The school will make itself aware of the services available for converting written information into alternative Formats if needed.	The school will be able to provide written information in different formats when requested for individual Purposes if and when needed.	School Office	Ongoing	Delivery of information to disabled pupils, parents, for school community member who English is not of first language Improved.
Make available written materials that can be more easily accessed by children with additional needs such as dyslexia, spatial awareness	School supply of 'magic handwriting paper' Staff awareness of importance of enlarging scripts for children with additional needs, using non-white backgrounds on IWB and when photo copying, use of coloured overlays etc Staff communicate any concerns re: vision to parents and/or SENDCo promptly	Children with additional visual needs will be identified promptly and appropriate support will be put in place.	School Office/SLT	Ongoing	Delivery of school information to parents and the local community improved

Raise the awareness of adults working at and for the school on the importance of good communications systems.	<p>ASD training attended by SENDCo + 2 SEN TAS</p> <p>SENDCo completed NASENCo assignment about ASD and effective classroom strategies</p>	Awareness of target group raised	SLT/SENDCo		School is more effective in meeting the needs of pupils.
Ensure that people are able to evacuate the building quickly and safely during an emergency	Buy an evacuation chair and implement upstairs in the Building using PEEP chair. If long term adaptations need to be made down to an incident e.g. 'broken leg or back problems' then classrooms can be changed so that they are on the ground floor.	<p>All people will be able to evacuate the building and this</p> <p>won't be hindered by a disability, an injury, mental health, pregnancy or other Medical conditions.</p>	HT	<p>Purchase evac chair and</p> <p>implement Sept 2023</p>	<p>School evacuation is</p> <p>safe for all people</p>