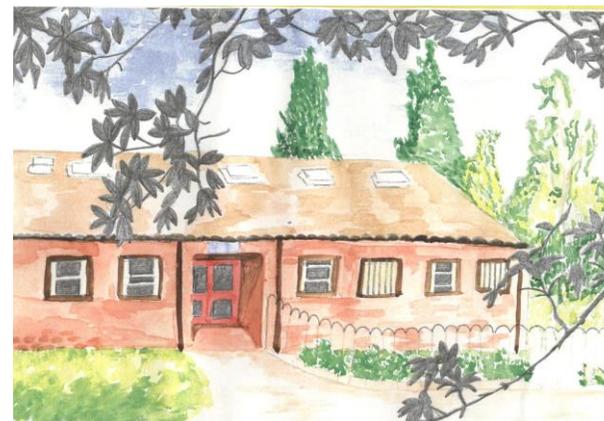


# Watlington Community Primary School

## Accessibility Plan



**January 2020 – January 2021**

Review: January 2020

Lead member of staff: Mrs R McGlone

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

In addition, the Equalities Act 2010 eliminates all forms of discrimination, advance equality of opportunity and foster good relations to each of the protected characteristics designated under the laws. As part of this law and our ongoing work under the LELE (learn Equality, Live Equal) programmes we wish to extend the duties above so that reasonable adjustments are made to ensure all pupils are not at any substantial disadvantage.

This plan sets out the proposals of the Governing Body of the school to increase access to education for the above pupils in the three areas required by the planning duties in the Acts:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.
- d) Ensuring the equality of those with protected characteristics and particular to those questioning identity that they can feel included in all aspects of the curriculum and be accepted as such.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### The School's Context

We are a Community Primary school for boys and girls age range 4 – 11 years. The school comprises of a single storey building with easy access throughout for disabled persons.

### The School's Aims

#### **Growing and Learning Together**

As a school we:

- Aspire to provide an outstanding education
- Develop confident and independent global citizens for the future
- Provide a friendly and family atmosphere
- Have high expectations for all to achieve
- Strive to forge partnerships with the wider community

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

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act **2001**
- The **SEN Revised Code of Practice 2002**
- The **Disability Discrimination Act (amended for school 2001)**
- Code of Practice for Schools (Disability Rights Commission)
- Equality Act 2010

This plan should also be read in conjunction with the schools Equality Statement and Objectives.

**1. Starting points****1A: The purpose and direction of the school's plan: vision and values**

The school is inclusive in its approach to all aspects of school life. Governors wish all children to take part fully in the life of the school. We feel it is important to ensure that all learners are included into the class learning environment and can take part fully in all activities. Where appropriate the curriculum is differentiated to allow access for all e.g. adaptations for dyslexia and physical disabilities. In light of the schools LELE project, where necessary the school will make adjustments for pupils who also identify as a different gender than that assigned at birth.

**1B: Information from pupil data and school audit**

Watlington Community Primary School has a small proportion of children on the SEND register – equating to 2.5%.

**1C: Views of those consulted during the development of the plan**

During conversations with Senior Leaders, Class Teachers, parents and pupils areas of the plan are updated and adapted as needs arise.

## **2. The main priorities in the school's plan**

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

Teaching staff are careful to ensure that all pupils can access the curriculum. In core subjects these are taught in mixed abilities so that all children are supported with their learning, Pupils are not discriminated in PE for example as staff ensure that they continue to take part with activities adapted for their disability.

### **2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

The building is a single storey construction. Increased access to all areas has been enabled through the building of a ramp at the front of the school and to the Year 1 classroom. Each classroom has a fire exit directly to the outside and large doors are in place to enable access to the outside. A disabled toilet is also available to those that may need it.

Each classroom is fitted with a HD board that can allow for increase the size of the font and background colour, one classroom is fitted with a soundfield system for pupils who may be deaf.

### **2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

Where information is normally given out in writing, this can also be given out in other various ways if requested. The majority of our information is now sent out via the App, Parenthub, in which individuals can increase the size of fonts/text where appropriate.

Newsletters are also available on the website which can then be downloaded and the font size increased if necessary and in addition we are able to enlarge documents or print on different coloured paper if this is requested.

### **2D: Ensuring that any individual who is questioning identity can access both curriculum and facilities where appropriate**

The schools uniform criteria makes no distinction between boys and girls. At present all toilets, although are labelled girls and boys have the facility to be gender neutral. Staff have been trained to listen empathically to all children and will make adjustments where appropriate.

## **3: Making it happen**

This plan is under constant review, depending on the abilities, disabilities and individual needs of the pupils and community that come into contact with the school.

A Risk assessment may need to be in place to enable the best access for each individual.

**3B: Getting hold of the school's plan**

This plan is available via

- The school website;
- available in different formats if requested;

## Accessibility Action Plan

**School: Watlington CP School**

**DATE: 2018-19**

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Access to Curriculum</b></p> <p>Ensure access appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> <li>▪ Where deemed appropriate, SENCo to ensure that pupils have access to ICT</li> <li>▪ SENCO to ensure that appropriate adjustments are made to environment for pupils with dyslexia and other SEND</li> </ul>	Spring 2020	SEND resources – to be established per each pupipl	SENCO/ SLT	HT / SEN governor /
<p><b>Access to Curriculum</b></p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> <li>▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</li> <li>▪ Ongoing programme of staff training in SEN and disability awareness to reflect diverse needs of students within the school and anticipatory duties.</li> <li>▪ Constant review of RSE / LELE objectives to ensure all pupils are catered for, regardless of gender identity.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>ongoing</p>	<p>Staff meeting</p> <p>Staff meeting</p> <p>RSE / LELE curriculum</p>	<p>All staff</p> <p>SENDCO</p> <p>RSE lead / all staff</p>	<p>SENCo through lesson observations and sampling lesson planning</p> <p>Leadership Team and SEN Governors</p>

<p><b>Access to wider curriculum</b></p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> <li>▪ Ensure all PE lessons are inclusive as conducted by sports coaches. – increase in uptake of Daily Mile and/or Daily Challenges</li> </ul>	Ongoing	Daily Mile course	All staff	Leadership Team Governors
<p><b>Impact Analysis</b></p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> <li>▪ Ensure when writing policies – ensure accessibility is considered at each stage</li> </ul>	Ongoing through policy review cycle	Leadership Team and SENCo time to review policies	Leadership Team and SENCo	Governors
<p><b>Premises</b></p> <p>Monitor site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> <li>▪ Review evacuation plans</li> <li>▪ Review Premises Development Plan</li> </ul>	Spring 2020		Leadership Team	Governors
<p><b>Attitudes</b></p> <p>To promote positive attitudes to disability and gender</p>	<ul style="list-style-type: none"> <li>▪ Continue LELE work to celebrate all differences as per action plan,</li> <li>▪ Look into involving local disability groups in assemblies and visits to school</li> </ul>	Ongoing	LELE action plan	SLT	Leadership Team and Governors

