

Wincheap Foundation Primary School, Accessibility Plan

2021-2024

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in the Equality Act 2010. It should be read in conjunction with the Equality and Diversity Policy, SEN and Disability Policy /Information Report, SEND Code of Practice Sept 2014, Medical and Personal Care Policies, Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan over a prescribed time.

- 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.' (Disability Discrimination Act 1995)
- 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.
- The Accessibility Plan will be available on the school website.

Wincheap Foundation Primary School has high expectations for all pupils and a commitment to pupils' full participation in school activities and events. In planning and teaching, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

The Disability Discrimination Act 1995 requires us as a school to increase access to education for disabled pupils in 3 ways:

1. 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 able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs or school visits.
2. Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
3. 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.

Improving access to the curriculum				
Target	Strategy	Time scale	Impact	Evaluation/review July 2021
Identify areas where disabled pupils are underrepresented or underachieving.	Ensure high quality teaching for all to improve disabled pupils' access to the curriculum. Include strategies that are sensitive and responsive to pupil diversity.	Ongoing throughout the year.	Improved knowledge and skills to challenge and reduce in barriers to learning.	Ongoing - target to continue Cycles of assess, plan, do and review carried out 3 x yearly. Personalised plans updated 3 x annually
Ensure that key lessons meet the needs of all learners with particular regard to ceasing of setting for maths.	Learning walks. Book looks. Shared good practice. Feedback from pupils and parents	Review termly following PPMs, lesson observations and book looks.	Evidence that vulnerable children are 'keeping up' with their peers and that stronger learners are deepening their understanding.	Ongoing - target to continue Many of the strategies have been difficult due to Covid-19 restrictions, etc. SLT have worked to put into place a robust catch up curriculum and different ways of ensuring quality first teaching.
Ensure appropriate professional development for staff on inclusive classroom practice and on specific disability/medical issues.	Staff meetings Photos of key children for lunchtime staff Drop in support from STLS	By end of term 3	Specific children will be accessing school full time. Specific and ongoing training will be in place as required.	Photos of key children for lunchtime staff implemented. STLS in-year review accessed. Some visits from STLS have been carried out face to face and some virtually due to Covid-19 restrictions.

				Transition event for EYFS booked for next academic year.
Ensure that school trips and visits are accessible to all.	Risk assessment with adaptations as appropriate. As part of pre visit risk assessments, staff will now take into account accessibility needs of all children when visiting sites. This will include researching transport options.	Risk assessments to be completed and individual RAs to be reviewed before planned trips take place.	Reasonable adjustments will allow children with disabilities to participate alongside able bodied others.	Ongoing - target to continue This is still good practice for trips, but not needed this year due to Covid-19 restrictions.
Improving access to the physical environment				
Make any reasonable adjustments to the physical environment so that pupils with disabilities can access education. Include access to space for specific medical needs attention.	Training for key staff as required to support children with physical disabilities.	Current facilities to be monitored and newer required facilities pre-empted where possible.	Pupils, staff and parents can access required areas of the school.	Ongoing - target to continue Classes are adapted if needed and spaces made available for children with specific medical conditions, e.g., peg feeding.
Ensure that the medical needs of all pupils are met within the capabilities of the school.	Healthcare plans in place for pupils as appropriate. Training delivered as required. Medical needs list updated and sent to class teachers.	Ongoing	Staff will feel confident in the management of significant medical and learning needs.	Ongoing - target to continue SENCo and Medical Needs lead updated records. SENCo attended STLS course on medical needs

				Enquiries made about training for specific medical needs.
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Improving access to the curriculum 2021-24				
Target	Strategy	Time scale	Impact	Evaluation/review July 2024
Continue to improve curriculum access for children who underachieve.	<p>Ensure quality first teaching for all to improve disabled pupils' access to the curriculum.</p> <p>Include strategies that are sensitive and responsive to pupil diversity.</p> <p>Regular curriculum reviews</p> <p>Pre teaching of vocabulary and curriculum content.</p>	Ongoing throughout the year.	Improved knowledge and vocabulary that reduces barriers to learning	
Ensure that key lessons meet the needs of all learners through differentiated delivery and tasks.	<p>Support from SENCo with differentiation.</p> <p>Learning walks.</p> <p>Book looks.</p> <p>Feedback from pupils and parents</p>	Review termly following PPMs, lesson observations and book looks.	Evidence that vulnerable groups are 'catching up' with their peers and that stronger learners are deepening their understanding.	

<p>Ensure that school trips and visits are accessible to all.</p>	<p>Risk assessment with adaptations as appropriate. As part of pre visit risk assessments, staff will now take into account accessibility needs of all children when visiting sites. This will include researching transport options.</p>	<p>Risk assessments to be completed and individual RAs to be reviewed before planned trips take place.</p>	<p>Reasonable adjustments will allow children with disabilities to participate alongside able bodied others.</p>	
<p>Improving access to the physical environment</p>				
<p>Make any reasonable adjustments to the physical environment so that pupils with disabilities can access education. Include access to space for specific medical needs attention.</p>	<p>Training for key staff as required to support children with physical disabilities.</p>	<p>Current facilities to be monitored and newer required facilities pre-empted where possible.</p>	<p>Pupils, staff and parents can access required areas of the school.</p>	
<p>Ensure that the medical needs of all pupils are met within the capabilities of the school.</p>	<p>Healthcare plans in place for pupils as appropriate.</p> <p>Training delivered as required.</p> <p>Medical needs list updated and sent to class teachers.</p> <p>Medical needs policy updated in the light of any new guidance.</p>	<p>Ongoing</p>	<p>Staff will feel confident in the management of significant medical and learning needs.</p>	