



Wingate Primary School

**Accessibility Plan
2019-2022**

**Wingate Primary School Accessibility Plan
2019 to 2022**

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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

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

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Wingate Primary School the Plan will form part of the Buildings and Grounds section of the School Development Plan and will be monitored by the Head Teacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Wingate Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Our school was formed following the amalgamation of Wingate Infant School and Wingate Junior School in September 2018. The school is based on two sites- Moor Lane (mainly junior aged children) and Church Street (mainly infant aged children). Information about both sites is contained in this Plan.

- 1) The Wingate Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 2) The 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 Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Wingate 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 taking 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.

4) Wingate Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Wingate Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- RRS (Behaviour Management) Policy
- Behaviour Change Support Policy (including Restraint)
- Health & Safety Policy
- Equality Plan
- School Brochure
- School Development Plan
- Special Educational Needs Policy
- Staff Handbook

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Personnel, Finance and Premises Committee and the Accessibility Team

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved Rachel Wilson, Chair of Governors

Date 18th July 2019

Reviewed 28th January 2021

Reviewed 16th July 2021

Reviewed July 2022

2. Aims and Objectives Our

Aims are:

- **Increase access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils**
- **Work as a whole school to improve access to all aspects of school life despite being on a split site**

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are, however, many areas of the school to which disabled pupils who use wheelchairs or movement aids have limited or no access independently.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of intimate/personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

Church Street

Church Street Site is a single storey/split level building with wide corridors and several access points from outside. Working and social spaces are on various levels but there are doors to internal access for classrooms so wheelchair users could access these with some support as there is a small step next to them. The hall is on the ground floor and is accessible to all. There is external access to all teaching rooms from outside but some still have a small step to gain access. The Reception teaching space has a short, slight incline but could be accessed by a wheelchair user although they may need some support.

On-site car parking for staff and visitor includes one dedicated disabled parking bay. The front entrance to the school is ramped but entrance to school is via a very steep bank. The main entrance features a secure lobby. There are currently no accessible toilets in our school building for adults. There is a changing space specifically for children with physical needs however this is not big enough to take a wheelchair.

The school has internal emergency signage and escape routes are clearly marked. Personal Evacuation plans will be produced for children/ adults with specific physical requirements to enable them to leave the building in an emergency. Information at the front entrance and on the entrance gate instructs disabled visitors to ask for help to gain access/ evacuation.

Moor Lane

Moor Lane site is a single story building with steps to the front and access via an electronic gate at the front of the playground. There are two main areas of the building, both accessed via corridors which can be entered via a ramp from the rear of the playground.

There are 8 classrooms, 4 of which have access doors to the playground. There is a hall used for lunch, PE and assembly and there is an accessible toilet although the position of the toilet may not be appropriate for all users due to its proximity to the wall.

There is a disabled parking space in the staff carpark but then a step to gain access to the building. The school has internal emergency signage and escape routes are clearly marked. Personal Evacuation plans will be produced for children/ adults with specific physical requirements to enable them to leave the building in an emergency. Information at the front entrance instructs disabled visitors to ask for help to gain access/ evacuation.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

6. Action Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with Nursery providers to review potential intake for Sept 19 – Sept 22	To identify pupils who may need additional to or different from provision for Sept 19 Intake to Sept 22 intake	Sept 2019/20 to 2021/22	HT EYFS teacher	Procedures/equipment /ideas set in place by July 2019 to July 2022
	To establish links with secondary schools – Mainstream and Special- to promote effective transition from our school	To identify pupils who may need additional to or different from provision for July 2020 to July 2022 transition	Sept 2019- July 2020	HT Rec staff Y6 staff	Procedures/equipment /ideas set in place by July 2020 to July 2022 and transitions are reported to be effective
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT/DHT All subject leaders	All policies clearly reflect inclusive practice and procedure

<p>To establish close liaison with parents</p>	<p>To ensure collaboration and sharing between school and families. Family Engagement Coffee mornings/afternoons Subject Trails – promote learning together Parent/Carer consultation meetings Parent/Carer questionnaires Open Door policy Summer Play Scheme which can be attended by children who are starting school in the coming September</p>	<p>Ongoing throughout 2019-2022</p>	<p>HT All Teachers</p>	<p>Clear collaborative working approach</p>
<p>To establish close liaison with outside agencies for pupils with on- going health needs. Eg Children with severe asthma, epilepsy or mobility issues.</p>	<p>To ensure collaboration between all key personnel Links with SEND and Inclusion service Links with OT service – advice and targets continued in school Links with School Nurse including talks to parents on specific issues</p>	<p>Ongoing throughout 2019-2022</p>	<p>HT TAs Outside agencies</p>	<p>Clear collaborative working approach</p>

<p>To ensure full access to the curriculum for all Children as far as possible.</p>	<p>Outside Play visits; Employment of specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment 	<p>Ongoing</p>	<p>Teachers SENDCO</p> <p>Ed Psych</p>	<p>Advice taken and strategies evident in classroom practice.</p> <p>ASD children supported and accessing curriculum.</p>
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		<ul style="list-style-type: none"> • Specific equipment sourced from occupational therapy as needed • Referrals for specific pupils to SEND and Inclusion e.g. support visits for ASD pupils • Spaces created for children for access to sensory provision/place to relax/ quieter learning – ‘Listening Room’, Learning Space, Nurture Room • Use of TEACCH programme and teaching bays 			
	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To finely review attainment of all SEN pupils.	SENDCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents SEND overview with reference to progress made towards targets	Termly	Class teachers SENDCO	Targets are SMART and fit for the needs of each child Provision mapping shows clear steps and progress made

To monitor attainment of Able, G & T pupils	Policy and MAT list to be updated MAT enrichment activities - school newsletters, extended writing time for able YR pupils, visit and visitors, sports coaches...	Ongoing Annually	MAT coordinator Class teachers Specialist providers-coaches, teachers, musicians...	Able G&T children making proportionate progress academically and emotionally Achieving results commensurate with their ability Excellence
To develop skills and knowledge of all staff to improve support for diverse needs	Seek training opportunities for staff; facilitate increased knowledge of staff; cascade knowledge of trained/experienced staff to improve understanding of wider range of staff; provide support for new staff including NQTs from internal specialists and external specialists	Ongoing annually at performa nce review meetings.	HT/DHT/ SENDCO	Skills and knowledge shared and improved across staff team

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	To evaluate and review the above short and long term targets annually	See above	Annually	HT/DHT Curriculum coordinators Governors	All children making good progress Provision in school continues to cater for the needs of all pupils and ways to improve continuously driven
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEND Governor / SENDCO meetings	SENCO HT/DHT/ SEND Governor	Governors fully informed about SEND provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment- both sites	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensure visually appropriate environment for all children both sites	Colourful, lively displays in classrooms and inviting role play areas when suitable with calmer less vibrant displays in areas used by children with ASD and children with other sensory needs. Learning walks to monitor school environment. Listening room/ Nurture Room/ calm spaces developed to include sensory stimulating lighting and opportunity for calming coloured lighting	Ongoing	Teaching and non-teaching staff	Appropriate and inviting environment maintained.

	<p>Ensuring all with a disability are able to be involved.</p>	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of IEP – Support Plan/EHCP process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. • Parents of children with specific needs invited onto consultation and advisory groups including Accessibility Team • Close liaison with all parents continuously promoted 	<p>With immediate effect, to be constantly reviewed</p>	<p>Teaching and non-teaching staff</p>	<p>Enabling needs to be met where possible.</p>
	<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<p>To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.</p> <p>Links with SEND and Inclusion service Links with OT service – advice and targets continued in school Links with School Nurse including talks to parents on specific issues</p>	<p>With immediate effect to be constantly reviewed</p>	<p>Head Teacher SBM Occupational health</p>	

	<p>Ensuring disabled parents/ carers have every opportunity to be involved</p>	<ul style="list-style-type: none"> • Disabled parking space for disabled drivers to drop off & collect children – ensure parents/carers are aware of this • Ramp at Moor Lane site to enable disabled drivers to then access the building. • Arrange interpreters from the RNID to communicate with deaf parents • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents • Share and offer all documentation in a variety of formats including alterative languages 	<p>With immediate effect to be constantly reviewed</p>	<p>Whole school team</p> <p>With immediate effect to be constantly reviewed</p>	<p>Disabled parents/ carers are not discriminated against and are encouraged to take interest and be involved in their child's education</p> <p>Involvement of all parents/ carers in their child's education</p>
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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To continue to improve community links	Family Engagement Coffee mornings/afternoons Subject Trails – promote learning together Parent/Carer consultation meetings Parent/Carer questionnaires Open Door policy Summer Play Schemes which can be attended by children who are starting school in the coming September Dementia Friend involvement	Ongoing	SMT All staff	Improved community cohesion
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	Continue to develop playgrounds and facilities	Look for funding opportunities Involve School Council in decisions about spend on developments and <i>child's view</i> as appropriate Close liaison with parents/carers Promote involvement from parents/carers in decisions about developments including from parental input on Accessibility Team	Ongoing	Whole school approach	Inclusive child-friendly play areas.

<p>To ensure driveway, roads, paths around school are as safe as possible.</p>	<p>Communication with parents via safety messages /letters/</p> <p>Involve Pupil Leadership Team in promoting safety i.e. letter about 'speeding' around our school/community</p> <p>Specific weeks on 'Safety' theme Highlight use of zebra crossing on road into school grounds Liaise with Councilor/ Traffic Enforcement Team re parking issues and restrictions</p>	<p>Ongoing</p>	<p>HT/DHT/ Caretaker LA</p>	<p>No accidents</p>
<p>To maintain accreditation of Enhanced Healthy Schools award</p>	<p>Continue to work towards Healthy Schools and Eco schools targets</p>	<p>Ongoing</p>	<p>Whole school approach</p>	<p>Achievement of award</p>

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Promote involvement of all parents/ carers eg parent with hearing impairment	Regular communication with parents Interpreter provided for parent/carer consultation meetings/annual reviews	Ongoing	Class teacher SLT Pastoral Manager	Two way, regular communication in place.
	To ensure all children with ASD have access to the curriculum	Regular parental communication Staff training as course availability and need arise. <ul style="list-style-type: none"> • Referrals for specific pupils to SEND and Inclusion e.g. support visits for ASD pupils • Spaces created for children for access to sensory provision/place to relax – ‘Listening Room’, BIA, Nurture Room • Use of TEACCH techniques 	Ongoing	All staff to be aware	ASD children able to access curriculum.

	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing school books/ texts to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all 	Ongoing	All staff to be aware Accessibility Team	Written information accessed by pupils, parents and visitors
MEDIUM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new and current children.</p> <ul style="list-style-type: none"> Records passed up to each class teacher Changes during year to be shared at DSL/TLR meetings and disseminated to all staff End of year class teacher induction Meetings Annual reviews SEND meetings Medical forms updated annually for all children Personal health plans Significant health problems – children's photos displayed on staffroom notice board/ School kitchen / info kept in separate file in HT office 	Annually	Class teachers TAs SLT Admin staff Outside agencies	Each teacher/staff member aware of disabilities of children in their classes

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	<p>In school record system to be reviewed and improved where necessary.</p> <p>(Records on Sims/ network/ protected</p>	Record keeping system to be reviewed.	Continual review and improvement	HT/DHT SBM/ Admin Team	Effective communication of information about disabilities throughout school.