

West End First School

Accessibility Plan

2018-21

School Accessibility Plan

Introduction

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 pupils with SEND, under Part 4 of the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposal of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

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.

Visions and Values

West End First School is committed to ensuring equal opportunities for all children and is an inclusive school.

- All children have the right not to be discriminated against.
- Children with disabilities will have the same access to services and opportunities as their non-disabled peers.
- Their skills, experience and contribution will be valued and given equal recognition and respect.
- Services and opportunities for all pupils will promote and support building independence. There will be child centred working towards the individual's own targets.

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

West End First School will:

- Provide equal access to the school curriculum for all pupils.
- Liaise with external professionals involved with the child's care to ensure that appropriate equipment for disabled pupils is available.
- Ensure pupils receive the necessary support to enable them to participate fully.
- Ensure all staff members have access to appropriate training to enable them to support children successfully.
- Ensure that liaison between the setting and the child's parents/carers is effective to ensure appropriate support and provision should there be any changes in the child's needs.

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

West End First School has adapted the physical features of the building to ensure that the school is accessible to all.

- Ramps and rails are provided in all buildings on site.
- Fire exits lead children and adults to where ramps are available to meet everyone's access needs.

- There is disabled toilet in the main building and in the Nursery block.
- A hoist is available to use toilet facilities in main building.
- Showering facilities are available for those who have an Intimate Care plan in place.
- Changing facilities for intimate care are available in the Early years block.
- There is a disabled access entry system on playground ramp.

As a school, we work hard to research each individual child's needs and adapt as necessary. Children with disabilities are identified at transfer meetings with pre-school settings and adaptations are made in advance, where necessary. All advice given by other professionals involved in a child's access, care and support needs are assessed on an individual basis and advice given by professionals is followed.

Areas that could still be improved:

Wheelchair users' access to classrooms

Indoor play facilities for children who cannot go outside

Disabled parking arrangements

Quiet spaces for pupils with sensory needs

Congested areas, such as cloakrooms

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

West End First School adopts a number of different strategies to ensure pupils have access to all information. These include/have included:

- Access to a multi-sensory environment.
- Access to appropriate resources to help support individual children's needs.
- Films over books to assist reading.
- Motor skills support to help improve and support children in class.
- Access to equipment that can help support core body function.

- Ability to work with an Inclusion Mentor to ensure that the holistic needs of the child are being met.
- Adapted resources.
- Differentiated tasks.
- Teaching assistant support.
- Appropriate equipment to support children with visual impairments.
- Staff training and support from professionals.

Management, co-ordination and implementation

West End First School liaises closely with feeder provisions to ensure that provision is in place to meet the needs of children with disabilities prior to their arrival in school. Transition meetings take place in advance so that adaptations and equipment can be available for individual pupils on entry. For children arriving from other schools, similar liaison will take place although advance adjustments may not be possible due to timescales of transfer. Any requirements will be actioned as soon as possible.

All children attending West End First School with disabilities will be carefully monitored by the Headteacher, Senior Leadership Team, SENCo and class teachers and any appropriate advice given by the school leadership or professionals from outside agencies will be followed to help support the individual needs of the child. Parents/carers and children (where appropriate) will be consulted on a regular basis and suggested improvements will be considered and where reasonable implemented.

The plan will be reviewed and monitored by the Governing body annually to ensure all children who are moving to new provision have had their needs assessed and facilitated.

Accessing the school's plan

A copy of the West End First School Accessibility Plan is available under the SEND tab on the school website.

Approved by Strategic Direction Committee of the Governing Body June 27th 2018.

Review date: June 2021

West End First School Accessibility Plan 2018-2021

Targets	Strategies	Responsible	Outcome	Timeframe	Achieved
Equality and Inclusion					
To improve staff awareness and understanding of mental health issues and how they can affect children and adults	Provide training for all staff on mental health awareness Investigate and provide resources to support staff and pupils to understand mental health and how to manage it and support others Develop a mental health policy Review the current PSHE and PE policies to ensure mental health and well being are included in the curriculum	Headteacher SENCo, Inclusion Mentor, PE co-ordinator, PSHE Co-ordinator, Teaching and support staff	Staff will be aware of the issues surrounding mental health and will be better able to teach pupils how to manage their mental health and to support pupils affected by mental health issues	July 2019	
To continue to improve staff awareness of disability issues.	Review staff training needs. Provide staff training for members of the school community as appropriate.	SENCo	Staff training on issues affecting children and adults with specific disabilities: physical, learning, mental health.	As required to meet the changing needs of the school population	
Physical environment					
Minimise congestion in shared areas of the school, i.e. cloakrooms,	Review current arrangements for storage of coats, bags	Headteacher and SENCo	Pupils and adults with disabilities will be able to move around the school more safely	July 2019	

corridors, toilets to make movement safer for pupils and adults with disabilities	etc and current furniture and storage arrangements. Make adjustments to minimise clutter and hazards				
Ensuring that, where possible, people with disabilities or people dropping off children with disabilities have access to a designated parking area.	An audit to be carried out to see whether a designated parking area is practicable.	Headteacher	Continue to make staff aware of when a visitor is arriving on site to ensure that a parking space with good access to the building is made available. Continue to ensure that staff with disabilities has access to a designated space which meets their physical access needs.	December 2018	
Develop quiet spaces for children with sensory needs in all buildings	Create nurture area with specific regard to needs of children with sensory issues, ASD, ADHD in Early Years spare classroom Create quiet areas in nursery block and spare classroom in main block. Resource areas as appropriate to age and needs of children in each block	SENCo, Inclusion Mentor, Nursery staff	Children with sensory needs will have access to quiet spaces for calming activities and to ensure they are able to manage the school day	July 2019	
Improve indoor facilities for pupils who are not able to go outside at break times	Set aside space in spare classrooms in both buildings for pupils to spend time indoors when they are	Headteacher, Support staff	Children who are unable to play outside will have access to appropriate, safe activities indoors	December 2018	

	unable to go outside. Ensure these areas are always supervised by a member of staff				
	Curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed.	SEN Governor	Continue to have termly SEN Reviews. SENCo to liaise with staff to ensure that their needs are sufficient to meet the needs of any children within their class to ensure they access all areas of the curriculum. SENCo to continue an open door policy in which any member of staff can request information about a child's specific need. SENCo to liaise with outside agencies to access appropriate training for staff who have identified a need. To liaise with SLT to assess whether any staff have identified an SEN training need during observations.	As required to meet the changing needs of the school population	
Develop a mental health policy linked to the PE and PSHE curriculums	Use training and research to develop an appropriate policy for meeting the mental health needs of the school population	Headteacher, SENCo, Inclusion Mentor, PE and PSHE co-ordinators	A mental health and well being policy will support staff to ensure that the mental health needs of pupils are being appropriately met and that pupils are taught to manage their mental health needs	July 2019	
	Written/Other Information				
To ensure that all parents/carers and	Written information will be provided	SENCo	Continue to share information with parents via the website. Ensure	As required to meet the	

other members of the school community can access information.	(written in simple language) in alternative formats as necessary. Support with reading will also be offered sensitively. Offer online support through social media.		that all links on the website are updated (when necessary). Continue to ensure that website information is kept up to date. Continue to use the text service school has in place to contact parents with new information. Continue to use social media (Twitter) to make parents aware of changed within school or activities that SEN children are taking part in.	changing needs of the school population	
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