

WEST CHILTINGTON COMMUNITY SCHOOL

ACCESSIBILITY PLAN



Date Approved by Governors:	Q&S 23 rd June 2015
Date of Next Review:	June 2018

Accessibility Plan

Under the Equality Act 2010 schools should have an Accessibility Plan. This contributes to the duty to not “unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010, relating to Disability. Accessibility plans are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

At West Chilton Community School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the Head teacher and evaluated by the relevant Governors’ committee.

Aims for the Accessibility Plan

In line with the school’s vision statement and aims.

- ❖ At West Chilton School we are fully committed to providing a broad and balanced curriculum that meets the specific needs of disabled members of the school, individuals and groups of pupils.
- ❖ Closely working with external agencies we aim to remove barriers to learning in all areas of the school.
- ❖ We set suitable learning challenges, responding to diverse learning needs.
- ❖ We aim to overcome potential barriers to learning and assess individual and group needs.
- ❖ All pupils are equally valued.

With these values the plan / consultation sets out West Chilton school’s total commitment to promoting the Disability Equality Duty. (Single Equality Policy).

Definition of Disability

For the purpose of the plan the following definition is used:

A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' .

West Chiltington Community School Aims and Values

The accessibility plan incorporates the aims and values of our school.

The aims and values of the school are underpinned by our belief that West Chiltington Community School must be a place where creativity can grow and thrive. Education should be an intensely personal and social experience. Through working with children, understanding their needs and listening to them, we craft experiences with them that will unleash talent and prepare them for all the challenges of life in the twenty-first century.

Our vision for the qualities and attributes that will characterise the children, will sustain them and provide a firm foundation for them to be successful learners, confident individuals and responsible citizens is founded on our values.

School must be a dynamic place where no one year looks and feels like another. During their journey through our school, there are a set of core skills which everyone must learn. They must become independent, self-managing, self-motivated and proficient in the core skills associated with reading, writing and mathematics. It is our role to help them to unlock their personal creativity.

Making this work is a job for all of us to ensure children encounter a vast array of experiences which might light the fire of creativity within them. These experiences will be physical, technical, practical and imaginative. In simple language, the experiences may be doing stuff, making things, going places and meeting people.

Our Curriculum is evolving to ensure that we meet these challenges. We aim to ensure that we maximise our engagement with the fantastic environment in which we live and work, to draw on the knowledge and expertise of a very talented school community and to look beyond the boundaries of our surroundings to ensure that children have the opportunity to engage with the national and international communities.

We welcome ideas and thinking from all of our school community and look to it and beyond for our own inspiration and learning. At West Chiltington, everyone is a learner and we like to share the things that make us think.

School Context

The School is a single storey building. The new reception extension has easy wheelchair access which leads via a wide corridor into the classroom area. There are two additional classroom accessed via a covered walkway with an access ramp to a Portakabin installation.

The disabled toilet facility is located in to the hall area next to the Think Tank

Previous actions to improve access include:

- Installing electronic TFT screens in teaching rooms thus increasing the extent to which disabled pupils could participate in the curriculum, as children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic interaction is used.;
- Improved access and wheel chair user friendly toilet installation next to the Think Tank
- Provision of a disabled parking bay in front of the School.
- Staff within the school have been trained so that children with medical needs can fully participate in the curriculum and access educational opportunities.

Objective	Strategies	Timescale	Responsibility	Evaluation	Update 11 th November 2015
Increasing the extent to which disabled pupils can participate in the curriculum					
<p>To support children to participate in an exciting and engaging curriculum, sensitive to their individual needs. (including after school clubs, leisure, sporting and cultural activities and schools visits.)</p> <p>All staff are aware of plans for children's curriculum access.</p>	<p>Development, implementation and monitoring of Personal Plans and/or Education, Health and Care Plans (EHCP) to meet the specific needs of children, working with other agencies, as appropriate.</p> <p>Using specialist services (including the Learning and Inclusion Advisory Team and commissioned specialist input) to help identify and assess the needs of individuals, advise on strategies of support and make provision, where appropriate.</p>	<p>As and when required by a pupil.</p> <p>Monitored at timescales as outlined in the plans.</p>	<p>Class teachers and SENCo.</p> <p>Monitored by SENCo.</p>	<p>Monitoring of the implementation of Personal Plans and EHCPs.</p> <p>SENCo monitoring of the effectiveness and impact of commissioned services.</p>	<p>Assessments have been done with the class teachers and plans are being written /updated.</p> <p>Input has been incorporated into plans from Occupational Therapy, Educational Psychology, the inclusion advisory team and from physiotherapy.</p> <p>SENCOs meet half termly. This is good for signposting, such as to an appropriate maths assessment tool.</p> <p>Assessments, such as by physiotherapy</p>
	<p>Working with SENCOs from the STARS group of schools, to share expertise and to agree external services to commission.</p> <p>Provision of equipment to increase the extent to which disabled pupils can participate in the school curriculum. (including the participation in after school clubs, leisure, sporting and cultural activities and schools visits.)</p>	<p>As and when required by existing or potential member of staff or pupil.</p>	<p>Coordinated by SENCo.</p>		

					and OT guide the provision of equipment, including for child with EHCP.
All staff are trained to support children's participation in the curriculum.	<p>Annual audit of training needs for all staff being informed by the identification of individual's and pupil group's needs.</p> <p>Identification of specific training needs of new staff.</p> <p>Access to appropriate training/CPD, including using e-learning and specialist support.</p>	<p>Annually.</p> <p>During staff induction.</p> <p>As required.</p>	<p>SENCo.</p> <p>SENCo.</p> <p>Coordinated by SENCo.</p>	<p>Impact of staff training monitored and evaluated.</p> <p>Annual audit of training needs.</p>	<p>The SENCo's meetings with the class teachers for the reviews of progress with the plans inform the analysis of training needs. Speech and Language therapy support is a current priority and training is being planned as after school INSETs for next term.</p> <p>SENCo has supported new Year 1 teacher at 1:1 plan reviews and is supporting new TA in Reception class.</p>
Objective	Strategies	Timescale	Responsibility		Evaluation

Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;					
The layout of the school allows appropriate access for all pupils, staff and parents/carers to all areas.	Access issues reviewed in Personal Plan and EHC Plan planning processes, working with specialist support services, to identify any adaptations needed to physical environment.	As required.	SENCo	Through Personal Plan and EHC Plan monitoring.	No new issues have yet been identified.
	Access issues considered and planned for after staff recruitment and at induction.	After staff recruitment.	Head.	Staff member and Head to monitor effectiveness.	
	The needs of disabled pupils, staff, parents/carers and visitors are considered when planning any redesign.	As required.	Head, Governors, Premises Manager, School Surveyor.	Redesign of physical environment to be audited for accessibility.	
Access and signage supports the access of people with a visual impairment.	When replacing furnishings and when redecorating, ensuring good contrast between furniture and the background. Ensuring step edges and changes of level are clearly marked.	As required.	Premises Manager.	Monitored by SENCO and Governors.	
Support pupils to access facilities through the use of specialist equipment, including IT hardware and software.	Through the Personal and EHC Planning processes identify and provide specialist equipment required to support access, working with specialist support services where appropriate.	As required.	SENCo, working with specialist services.	The effectiveness will be monitored as part of Personal Plan and EHC Plan.	IT support including "Jungle Memory" is being used to support children. Laptops are increasingly being used to support

					children with specific spelling needs.
Improving the availability of accessible information to disabled pupils					
Ensure that information is accessible to pupils, parents, carers and staff.	Information is accessible and in a variety of formats to meet identified needs, including in print, electronically and on the website, where appropriate. Staff are trained to support access to information for those with specific needs, such as for those with dyslexia.	Ongoing. As required.	Office, SENCo, Website. SENCo to coordinate.	Through the monitoring of plans and feedback form children, staff parents and carers. Evaluation of training by staff and SENCo and through annual audit of training needs.	Face to face parental and carer meetings with class teachers take place as part of parental/carers consultations. Parents and carers are involved in the personal planning processes for their children, when there is verbal re-inforcement of written plans.
Objective	Strategies	Timescale	Responsibility	Evaluation	
Ensure that information is accessible to pupils, parents, carers and staff.	Staff are aware of how to access support, such as translators and sign language interpreters, when required. Parents' and carers' specific needs regarding accessing information are assessed and planned for at school entry.	On taking up their post and ongoing. At school entry of their child and updated when necessary.	SENCo. Class teachers, School Office.	Effectiveness of Parents'/Carers' access to information reviewed at meetings with class teacher.	Known specific communication needs of parents/carers are recorded.