

# **Much Wenlock Primary School and Nursery Accessibility Plan**

**Date of Policy: Autumn 2021**

**Date of Review: Autumn 2024**

## **1. Introduction**

Much Wenlock Primary School welcomes all pupils including those with disabilities and aims to provide an accessible learning environment so all members of the school community can thrive and succeed and reach their potential. We are committed to providing adjustments and solutions to ensure that all pupils can access the curriculum, facilities and wider school opportunities via a fully inclusive approach.

## **2. Legislation**

Under the Equality Act 2010 schools should have an Accessibility Plan. Schools cannot discriminate against those with 'disabilities' as a protected characteristic. The Equality Act 2010 replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations.

According to the Equality Act 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.

## **3 Aim**

Much Wenlock Primary School's Accessibility Plan has the following key aims:

- to do all we can to support disabled pupils to access and participate in the curriculum
- to make staff, governors and parents/carers aware of the ways in which we have already, and are, making the school and the curriculum accessible for all students to participate, whatever their circumstances.
- to maintain and improve access to the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide.

## **4 Related policies**

This policy should be read in conjunction with the following documents:

- Admissions & Attendance Policies
- Behaviour Policy
- Equality Information Objectives
- Health & Safety Policy
- SEND Policy
- SEND Information Report
- Supporting Pupils with Medical Conditions Policy

## 5. Physical Assessment of Premises

The premises consist of the main school building and a demountable which is used for the Nursery. The main building is on a split level with the hall, dining room and KS1 classes on the lower level. Both levels and the demountable can be accessed from the outside via ramps. The main external doorways for the main school building are both double doors with automatic opening. Internal doorways are single width but are wide enough to accommodate a wheelchair. The hall has good access including a lift. Disabled toilets are situated in the main building and can be accessed through automatic opening doors. Fire exits and procedures are clearly marked to ensure the safe evacuation of students and staff in the event of a fire or emergency. The demountable has access ramps to all external doors which are wide enough to accommodate a wheel chair. There is also a disabled toilet.

## 6 Commitment to implementation

The Headteacher retains the overall responsibility for ensuring that the Accessibility Plan is delivered effectively. Monitoring of Accessibility is by Governors through SEND link Governor meetings. The Headteacher, Business Manager and SENDCO will assess the school's premises to new pupils and employees with disabilities. Specialist advice from professional agencies is sought where appropriate to support the school to make adaptations to meet the needs of individuals.

### Much Wenlock Primary School and Nursery Accessibility Plan

#### Aim 1: Increase access to the curriculum with pupils with a disability

No.	Accessibility Objective	How will this be achieved?	Who is responsible for implementing?	Success indicators
1	Ensure that Nursery / Reception starters and mid-term transfer pupils are all reviewed for any potential disability to best provide them support as quickly as possible.	<ul style="list-style-type: none"><li>• All previous settings are contacted and SEND information is requested.</li><li>• Headteacher reviews all pupil registration forms.</li><li>• The SENDCO will lead the school show around tour for any new starter with a potential special educational need or disability.</li><li>• EYFS Induction evening with pre-schools to identify pupil needs.</li><li>• Additional meetings with parents, health professionals when a pupil is identified with additional needs.</li><li>• Staff training for pupil's additional needs.</li></ul>	Admin staff, Business Manager, SENDCO, EYFS and Nursery staff, Headteacher	Staff awareness during admissions/induction/enrolment process. Additional needs identified as soon as possible. Procedures, resources, training in place as soon as possible, prior to pupil starting where possible.

2	Teachers adapt the curriculum to support the children's individual needs.	<ul style="list-style-type: none"> <li>• Staff aware of responsibility to provide 'quality first teaching' including appropriate differentiation.</li> <li>• 'Lesson looks' monitor and provide opportunity for teacher to discuss how different children are supported in lessons.</li> <li>• Support from the SENDCO</li> <li>• CPD sessions at staff training (teachers &amp; TA's) and support/advice at staff meetings.</li> <li>• Consultation/advice with external professionals</li> <li>• High aspirations for all pupils.</li> <li>• Priority given to pupil's needs being met within the classroom setting</li> </ul>	All staff SENDCO	<p>Pupils with additional needs are supported in the classroom to access the whole curriculum and make good progress relative to their starting points.</p> <p>Increase in pupil's self-esteem as they work alongside their peers.</p>
3	Learning support/interventions	<ul style="list-style-type: none"> <li>• All additional needs planned and costed.</li> <li>• Termly evaluation of impact from SENDCO and SLT.</li> <li>• Targeted, timely Intervention. Groups and impact monitored and work adjusted accordingly.</li> <li>• High quality resources and training/coaching provided for staff.</li> <li>• Regular feedback from parents and children.</li> </ul>	SENDCO, Headteacher	<p>Intervention targets achieved and pupils removed from extra support. Pupils in intervention groups make good progress.</p> <p>All pupils can access curriculum in full.</p>
4	Referral to external professionals.	<ul style="list-style-type: none"> <li>• Referral to SEND specialists including - Speech and Language, Educational Psychologist, Hearing Impairment Team, In school Dyslexia screening, ASD specialists and adoption of their suggestions.</li> <li>• Specialist SEND equipment for individuals (stools, fidget toys, writing slopes, pens/pencils, etc)</li> </ul>	SENDCO, Headteacher	Individual Pupils needs are met and adjustments mean they can access the curriculum and overcome barriers to learning.
5	Rigorous monitoring of assessment data including SEND	<ul style="list-style-type: none"> <li>• Regular data analysis including analysis of the attainment and progress of different 'groups' within year groups to ensure every individual is making the expected progress and barriers to learning. Are identified and supported.</li> <li>• Easy access to data for teachers at all times which can be filtered to exact criteria.</li> </ul>	SENDCO, Headteacher, Subject Leaders	Data shows all groups make good progress.
6	The system for pupil medical needs is regularly monitored.	<ul style="list-style-type: none"> <li>• Medical needs are regularly updated and briefed to staff at staff meetings.</li> <li>• Staff are trained annually to an appropriate level to administer emergency medication if required.</li> <li>• Care plans produced for individual pupils with medical needs.</li> </ul>	SENDCO, Headteacher, School Business Manager	<p>Medical needs are met.</p> <p>Adjustments made so pupils can actively participate with their peers.</p>

		<ul style="list-style-type: none"> <li>Medical needs should not be a barrier to accessing the curriculum and reasonable adjustments are made to ensure a fully inclusive approach.</li> </ul>		
7	To ensure all trips and visits and extracurricular activities allow the participation of all pupils	<ul style="list-style-type: none"> <li>Inclusive approach built into all school policies.</li> <li>Trips and visits organised to centres/providers with an appropriate range of facilities.</li> <li>Teachers identify any potential barriers to inclusion and any adaptations needed to overcome them.</li> <li>Opportunities for all children to access activities, trips, clubs, PTA events.</li> <li>Risk assessments carried out to ensure the safety of all children and staff taking part in activities.</li> </ul>	SENDCO, Headteacher, School Business Manager, EVC	<p>Wide participation from all pupils.</p> <p>All students are included in planned extracurricular activities.</p>
8	To ensure pupils (and staff) with hearing impairments have access to the curriculum	<ul style="list-style-type: none"> <li>Staff trained in use of hearing loops where necessary.</li> <li>Staff remind parents to provide, and charge equipment</li> <li>Speech reinforced with visual back-up print, pictures, concrete materials if needed</li> <li>staff in school aware of pupils with hearing disabilities</li> <li>Liaison with Sensory Inclusion Service</li> </ul>	SENDCO, Headteacher,	<p>Pupils can hear what is being said in the classroom.</p> <p>Pupils can access the curriculum and wider school life.</p>
<b>Aim 2: Improve and maintain access to the physical environment</b>				
1	Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	<ul style="list-style-type: none"> <li>Access to disabled toilets in main building and the Nursery</li> <li>Ramps to the main building and the Nursery</li> <li>Seating and desk to be adjusted for individual children</li> <li>Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classes.</li> <li>Review access to forest school to allow access for all pupils.</li> </ul>	SENDCO, Headteacher, School Business Manager	All children should be able to comfortably and safely access the site, their learning or work and any adjustments made to overcome barriers.
<b>Aim 3: Improve the delivery of information in a range of formats.</b>				
1	Make available letters, school newsletters and other information for	<ul style="list-style-type: none"> <li>Review all current school publications and promote the availability in different formats for those who require it.</li> <li>The school will make itself aware of the services available for converting written information into alternative formats</li> </ul>	SENDCO, Headteacher, School Business Manager	The school will be able to provide written information in different formats when required for individual purposes.

	parents/carers in alternative formats.	<ul style="list-style-type: none"> <li>Progress reports to parents and carers are clearly written and free from jargon. Where necessary information is available in languages and formats other than English.</li> </ul>		Parents with a disability or with learning difficulties will be able to access school's information.
2	Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	<ul style="list-style-type: none"> <li>SENco/Headteacher will ensure appropriate testing and reports are provided in order to apply for access arrangement.</li> </ul>	SENDCO, Headteacher	All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential.