

Whitby Heath Primary School
Excellence in a Caring Environment



Accessibility Policy

Policy Written	January 2009
Reviewed & Agreed by Governors	Nov 2016
Next review	Nov 2019

Vision Statement

Whitby Heath Primary School seeks to fulfil the dreams of individuals by celebrating diversity, valuing equality and nurturing the uniqueness and potential of all learners within our school environment.

Within our learning community we seek to enable learners to take risks and develop confidence in a safe, nurturing environment, where every individual feels valued and respected, through an ethos that promotes security and trust.

We seek to provide a stimulating, challenging and enabling learning culture in which all learners are supported, emotionally, socially and physically to reach their full potential within a fully inclusive environment. We believe that every learner has the right to reach their full potential and to learn within a culture where learning is valued.

Whitby Heath Primary School strives to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is

“A person suffers 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.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils’ everyday lives.

We recognise that under the Equality Act 2010 there is a requirement that schools promote equality for disabled people in every aspect of their work taking an organisational approach to formulating policy and practices, which positively promote disability.

This duty requires schools to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. The duty does not just apply to disabled pupils; it applies to any non-educational services schools provide. The duty applies also to parents, members of staff, visitors to the school, local community members and to potential pupils of the future.

As a school we seek to implement through the regular reviewing of policies, procedures as well as considering access improvements to remove barriers for all members of our community.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils (other members of our community) are able to take advantage of education and associated services.

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This strand covers aids to improve the physical environment of the school and physical aids to access education e.g. the reduction of kerbs or use or adaptation of specific equipment to aid learning

The provision of a special piece of equipment or extra assistance will be made through the SEND (Special Educational Needs and Disabilities) framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school.

For example:-

A pupil with visual impairment might have low vision aids provided through the Individual Education Health Care Plan (IEHC) of SEND but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in schools' curriculum.

This strand helps to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

The school will plan to improve access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. School regularly reviews practice, plans and prepares to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities.

This strand helps to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audiotape and large print and also the provision of information orally, or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Aims

Whitby Heath Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- Having high expectations of all pupils
- Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- Planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate

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- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- Planning the physical environment of the school to cater for the needs of pupils with disabilities
- By providing written information for pupils with disabilities in a form which is user friendly.
- By using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- Monitoring our library and reading books to ensure that there are examples of positive images of disabled people

Monitoring

Whitby Heath Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. Areas we will include in the monitoring will be:

- Attainment
- Attendance
- Punctuality
- Effects of pastoral strategies
- SEND Register
- Extra-curricular activities
- Selection & recruitment of staff
- Parents' involvement in the life of the school (representation on PTA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

Accessibility Plan

Targets	Strategies	By Whom	By When	Required Resources	Goals Achieved
Ensure all areas of curriculum can be accessed by children with disability	Identify classes with an identified child/ children with a disability and review the needs to support their learning	Senco/ class teacher	Regular review through IEP, review meetings as appropriate Liaise with S4YCAfter School Club and Pre School any needs of specific individuals	Dependent on individual needs assessed, to include TA/Teacher support as appropriate,	Timetabling of additional support in place, appropriate resources provided and used
Provide training for staff	To identify dyslexia friendly strategies to support learning	ILLD teacher	2011 to 2012 – undertaken Next step regular review of this	Regular Dyslexia/ IRLEns training for TA's and staff	Staff have an understanding of strategies to support dyslexia and irelens
Ensuring appropriate colour background for IT, paper and or colour transparency provided to support children identified with irelens	ILD lead to identify appropriate colour. Advise Class Teacher and SENco of need. Ensure appropriate ICT background in place on laptops and IWB.	ILLD teacher ICT support	2012/13 and maintained with new children identified. This is now an embedded procedure within the school.	Colour paper kept in trays by photocopier in colours sets. Lined and squared paper to photocopy Purchase workbooks with best fit colours, usually cream (advised by ILLD)	Children identified with Irelens needs are met through provision in all subjects as required.
To review the access to all areas of the school to ensure provision for disabled , adult / child	To regularly monitor access for disabled, and to review in light of prospective needs highlighted when recognised	HT, SENCO, SLT	This will be undertaken regularly but in light of a 'new' admission/ changed in position a specific focussed review will be undertaken		Appropriate provision in the environment made e.g. ramp access to mobile for wheelchair
To improve attendance and punctuality.	LM to contact home concerning pupil absence Weekly award to class with highest attendance HT contact parents re concerns of individuals 100% attendance certificates for each term.	Learning Mentors HT EWO	Daily monitoring Weekly class award KS1 7 KS2 Individual 100% certificates each term with bronze badges for one term !00%, silver for 2 terms 100%, gold for 3 terms 100%. Regular reminders through newsletters Letters, meetings with parents when concern over punctuality or absence.		To reduction of persistent absence %. Close monitoring of identified children raising concern. Challenge on punctuality.
To provide a programme of a range of extra-curricular activities in which all pupils can access	Outline programme for the year Engage with outside agencies – includes S4YC, David Campbell Soccer School, Hope Farm Junior FC	PE Team and staff leading residential	programme for activities published to parents each term advertise through newsletters etc other opportunities Liaise with S4YC out school clubs for further opportunities	Multi sports facility on play ground to be in place by Dec 2013 Purchase partnership for inter school opportunities Development of playground, contracted play lead for morning and lunch breaks to organise and	A range of activities offered across the school. Strong links with S4YC after school and holiday club Inter school competition through local links

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				support activities Outdoor facilities for EYFS developed	
To provide a programme of a residential visits outdoor activities in which all pupils can access	Ensure the residential visits Y2, Y4, & Y6 are accessible for all children and consider adaptations that may be required in liaison with parents, child & centre Outdoor Day events treated in the same way Discussions with parents prior to events to address any concerns and write an appropriate risk assessment/plan.	Educational Visits Coordinator (EVC) ensures provision is appropriate Day visits/ Events organised class Teachers/ PE team	Prior to event as appropriate New links with Trafford Hall to develop outdoor experiences for Reception, Y1, Y3 & Y5 (2016/17)	EVC Class teacher First aider HT RESIDENTIALS: Delamere (CWAC) Barnstondale (Wirral) Menai on Anglesey (CWAC)	All children to be able to access the opportunities provided as far as they are able and wish to.
To enhance the provision disabled provision for parking	Review provision	HT	Additional 2 areas created – one in each car park Signage in place Copy of provision added to this policy		To ensure accessibility for disabled through provision of car parking space in each car park. See attached document
To explore the addition of 2 external doors to improve emergency exit from Y 6 and one Y2 class Reduce congestion at end of the day from one door.	Review costs and feasibility of these	HT & SM	Two external doors added- One to Phonic base for emergency exit from Library and Phonic Base –A ramp is required Second to Birch Class Y6 on to playground (A small step a ramp is to be considered) Class room door reduces the numbers exiting from one door at the end of day and during an emergency evacuation	Intention to add 2 additional doors to Maple Y6 and Fir Y2 classes on to the play ground to further reduce congestion. (proposed 17/18) Approx £15 000 to £ 20 000 BHS & Finance committee to consider	Reduction in the time for evacuation and provide a less congested exit at the end of the day. This has improved with the new Y6 door will be further enhanced with the additional doors.
Children with Medical conditions	Policy in place & on Website. Staff trained in administering medicines specifically epi -pens and asthma inhalers Discussion with parents about the appropriate approach to individual needs and necessary adaptations Individual Health Care Plans written with parents and other agencies as appropriate	Debbie Bell First Aid lead SENco HT	In Place and regularly reviewed. Regular meetings with parents as and when required Procedure for administering medication in place	Funding dependent on needs of each individual case- Top up funding or IEHCP will be applied for if deemed eligible	Ensure that children are able to access the school, and the curriculum as far as is reasonable and they are able.

Disabled Parking Facilities

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There are 3 options we have provided for members of staff and /or visitors to the school who may require disabled parking facilities. The availability of these designated areas is dependent on the number of visitors or staff who may require the facility on a day to day basis, and as such bays cannot be reserved.

Option 1: Wyedale Car Park by the Main Office: - This car park has a designated bay painted on the floor. There is all day access to the car park throughout the day.

Option 2: Clydesdale Kitchen Car Park: - This car park has a designated bay indicated by a blue disabled sign. The gates to this area are unlocked in the morning until approximately 9:05am after which time they are locked. These are unlocked at the end of the school day at approximately 2:45pm. To support access onto the playground the inner playground gates are also unlocked (but kept closed to, prevent children leaving school through the car park at the end of the day). The inner gates will be locked again at approximately 3:10pm to ensure the safety of the children attending the out of school club on the playground.

Option 3: Clydesdale Foundation Area Car Park: This car park has a designated bay indicated by a blue disabled sign. The gates to this area are unlocked in the morning until approximately 9:05am after which time they are locked. These are unlocked at the end of the school day at approximately 2:55pm. This is the least accessible as the area at the beginning and end of day is also a designated area for parents of Foundation children to drop off and collect their child from class. As such great care should be taken if driving in the gates at this time.