



ACCESSIBILITY PLAN 2016 - 2019

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 Kirkham and Wesham Primary School the Plan will form part the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Kirkham and Wesham Primary School we are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Kirkham and Wesham Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve 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.
- 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 the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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.

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

- Behaviour Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

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.

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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance, Staffing and Building Committee.

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

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

Curriculum Access
Ensuring all children make optimum progress



CURRENT SITUATION/ CRITICAL ANALYSIS	SUPPORTING EVIDENCE			REQUIRED CHANGES (particularly teaching and learning)		
<ul style="list-style-type: none"> Targets are set for all pupils and reviewed termly 	<ul style="list-style-type: none"> Tracking system currently in place. 			<ul style="list-style-type: none"> Progress of children on intervention programmes needs to be tracked to assess impact. 		
ACTIONS (including staff training needs)	PERSONNEL/ ROLE	TIME SCALE	COSTS £	FUNDING SOURCE	SUCCESS CRITERIA	PROGRESS
<ul style="list-style-type: none"> Review progress of children on Intervention programmes termly. Discuss results with staff termly. 	Assessment Co-ordinator	Termly	Nil		<ul style="list-style-type: none"> Progress of children on Intervention programmes tracked closely to assess impact of programmes. 	<ul style="list-style-type: none"> Termly meeting of Senior Leadership Team to review progress.
TOTAL COSTS						

PROCEDURES FOR MONITORING ACTIONS	PROCEDURES FOR MONITORING IMPACT
<ul style="list-style-type: none"> Termly review by Assessment Coordinator and Senior Leadership Team. 	Monitored and evaluated by Senior Leadership Team. Termly report to Curriculum Committee

Curriculum Access
To increase the extent to which all pupils can participate in the school curriculum.



CURRENT SITUATION/ CRITICAL ANALYSIS	SUPPORTING EVIDENCE			REQUIRED CHANGES (particularly teaching and learning)		
<ul style="list-style-type: none"> Staff are having to cope with an increasing number of different needs within their class and require more training on specific difficulties 	Outcomes of lesson observations & staff discussion. Pupil discussions.			<ul style="list-style-type: none"> Staff to develop skills to deal with children who have specific disabilities. Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs. 		
ACTIONS (including staff training needs)	PERSONNEL/ ROLE	TIME SCALE	COSTS £	FUNDING SOURCE	SUCCESS CRITERIA	PROGRESS
Liaise with pre-school providers to review intake for the new academic year.	Reception Teacher / Senco	Summer term 2017			Pupils are identified who may need additional to or different provision and their needs are met.	<ul style="list-style-type: none"> Termly tracking
Organise specific training for all staff relating to disabilities experienced by specific children.	HT / Senco	Spring term 2017			All staff to be confident to identify needs of specific children and to know how to meet them, ensuring that planning is differentiated to consider the learning needs of all.	
Review PE curriculum to ensure PE is accessible to all pupils	PE Co-ordinator	Spring 2017			All pupils have access to PE and can achieve	
Review lunchtime and after school activities to ensure accessibility	HT	Autumn 2016			All children feel able to participate equally in out of school activities.	

PROCEDURES FOR MONITORING ACTIONS	PROCEDURES FOR MONITORING IMPACT
<ul style="list-style-type: none"> Termly review by SMT 	Termly report to Governing Body

PHYSICAL ENVIRONMENT

To be aware of and improve the access needs of disabled children, staff, governors and parents/carers



CURRENT SITUATION/ CRITICAL ANALYSIS	SUPPORTING EVIDENCE			REQUIRED CHANGES (particularly teaching and learning)		
<ul style="list-style-type: none"> Restricted access to main entrance for wheelchair users due to steps. Ramped access available at side of building before and after school due to locked gate. 	<ul style="list-style-type: none"> Observations Discussions with parents and other adults 			<ul style="list-style-type: none"> Ramped access to main entrance 		
ACTIONS (including staff training needs)	PERSONNEL/ ROLE	TIME SCALE	COSTS £	FUNDING SOURCE	SUCCESS CRITERIA	PROGRESS
<ul style="list-style-type: none"> Raise awareness to Governors Premises Committee to discuss Consult with school's Property Consultant. 	HT	Summer 2011			<ul style="list-style-type: none"> Children and adults will have easier access to all areas of the school building. 	

PROCEDURES FOR MONITORING ACTIONS	PROCEDURES FOR MONITORING IMPACT
<ul style="list-style-type: none"> Advice from Property Consultant. 	<ul style="list-style-type: none"> Increased access

Information

To increase awareness of the importance of accessible information for children with disabilities and their parents .



CURRENT SITUATION/ CRITICAL ANALYSIS	SUPPORTING EVIDENCE			REQUIRED CHANGES (particularly teaching and learning)		
Availability of written material in different formats.	Materials provided in different format to children and parents i.e. written, Internet, text alerts, other languages eg Russian, Latvian.			The school to continue making itself aware of the range of formats and services available from outside sources eg local authority, to assist with this task. School website to include different languages. Staff to assist parents in completing school forms.		
ACTIONS (including staff training needs)	PERSONNEL/ ROLE	TIME SCALE	COSTS £	FUNDING SOURCE	SUCCESS CRITERIA	PROGRESS
<ul style="list-style-type: none"> Audit of need for accessible information, including the views of children and young people with disabilities and their parents. Meet identified needs from within school and external LEA resources. Seek local authority advice and guidance to take account of new SEND regulations. School website to include relevant languages based on audit of languages used in school. 	Headteacher	On going			<ul style="list-style-type: none"> Delivery of information to children with disabilities and their parents improved. All parents receive information that they can access Improved access to the curriculum, improved access to school information for parents Improved involvement in school activities by children with disabilities. 	Monitor termly On going Monitor termly On going

PROCEDURES FOR MONITORING ACTIONS	PROCEDURES FOR MONITORING IMPACT
<ul style="list-style-type: none"> Termly monitoring by Head teacher 	<ul style="list-style-type: none"> Reports from staff of increased level of participation in school activities by children and young people with disabilities. Increased attainment by children and young people with disabilities.

STRATEGIC PLANNING 2016 – 2019

	2016-2017			2017-2018			2018-2019		
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3
CURRICULUM	Identify children requiring Intervention programmes	Monitor and evaluate intervention programmes and identify any staff training required – all ongoing							
	Review lunchtime and out of school activities	Provide staff training and awareness.	Review PE curriculum	Purchase any necessary resources	Identify staff training	Provide staff training and awareness.	Audit/Review Schemes of work for above.		
			Liaise with pre-school providers	Provide staff training and awareness.		Liaise with pre-school providers	Provide staff training and awareness.		Liaise with pre-school providers
PHYSICAL ENVIRONMENT	Audit of school premises identify areas for building improvement.	Identify funding sources/bids for building improvements.	Identify/approve phasing for work with relevant body or authorisation.	Commencing phase of work identified through detailed plan.	Monitor improvement in accessibility for pupils as above.	Evaluate phase, review and revise plan as necessary.	Commence next phase of work in detailed plan.	Commencing phase of work identified through detailed plan.	Evaluate next phase, review and revise plan as necessary.
	Identify accessibility issues related to school population.	Audit school furnishings/room layouts related to pupil need.	Reorganise environment where possible to meet needs.	Monitor/evaluate effectiveness of changes to environment.	Identify funding sources for replacement furnishings.	Purchase recognised resources to improve access.	Audit school accessibility for acoustics/perceptual issues.	Prepare plan for improvement and intervention of accessibility.	Identify funding sources for improvements.
	Seek additional support and guidance in relation to above.	Seek additional support and guidance in relation to above.	Audit staff training needs related to identified accessibility issues.	Provide staff training related to specific pupil needs.	Monitor and evaluate impact of training.	Shadow accessibility of pupils to environment.	Seek additional support and guidance in relation to above.	Continue to monitor/evaluate effectiveness of new resources.	Revise/review SEN and Inclusion policies and access plans.
INFORMATION	Identify current range of information produced for pupils.	Audit accessibility of information for identified group (eg VI).	Seek parental opinion of accessibility for pupils with disability.	Produce parental information and guidance to support pupils with disability.	Monitor and evaluate value of information and improvement in accessibility.	Continue to monitor and evaluate improvements.	Audit accessibility for another identified group (eg Ethnic Minority).	Repeat of earlier years/amend as necessary.	Repeat of earlier years/amend as necessary.
	Identify key information documents needed by pupils.	Seek additional support and guidance in relation to above.	Audit pupil opinion of accessibility of information in school.	Evaluate pupil response/seek assistance in revised formats.	Revise format of key documentation to facilitate pupil access.	Produce first wave of amended documentation.	Evaluate new materials and information provided to pupils.	Continue to monitor and evaluate information given.	Revise and update materials issued to pupils.
	Examine written/auditory material available for pupils.	Examine signage around the school and grounds.	Seek additional support and guidance in relation to above.	Identify staff training needs related to above.	Deliver staff training related to production of accessible resources/info.	Evaluate impact of training and development.	Continue to monitor and evaluate the effectiveness of staff training.	Identify next wave of training related to production of accessible information.	Revise/review SEN and Inclusion policies and access plans.