



Hull Collaborative Academy Trust

Accessibility Plan

Westcott Primary School

'Inspiring independence and a love for learning'

2016-2019

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Date:-February 2016

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Background

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. The 2016-19 action plan will be appended to this document .

A. Vision Statement

Working in partnership with parents and the local community, Westcott Primary School will:-

- Be an inclusive school that values and celebrates individuality and differences.
- Support children to be independent, confident, well-educated and successful.
- Provide relevant experiences which are positive, enjoyable, enriching and memorable.
- Promote an ethos of respect, enthusiasm, self-motivation and success
- Provide a safe and happy environment
- Provide dedicated and supportive staff who will work very hard to provide the best opportunities for all pupils.
- Value and appreciate the support of parents and the wider community.

KEY VALUES

Our key values are at the heart of all decisions made at Westcott. They are :-

- We celebrate our differences
- We have rights and responsibilities
- We aim to be good global citizens
- We embrace challenge
- We aim high
- We value friendship

Westcott Commitment

Our commitment is based on the principal that good behaviour is internalised by each individual. At Westcott we agree to:-

- Take responsibility for our behaviour
- Speak respectfully to each other
- Listen to others and work collaboratively
- Take pride in our work
- Respect the environment and other people's property
- Move around school in a calm and safe manner

1. The Westcott Primary School Accessibility Plan has been developed and drawn up based upon information supplied by HCAT and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes linked to the SIP. The intention is to provide a projected plan for a three year period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school's equality objectives, and will similarly be published on the school website. We understand that the Multi Academy Trust will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding accessibility) and will advise upon the compliance with that duty.

3. Westcott Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- 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 their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain 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 within a reasonable timeframe;

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. Westcott Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Asset Management Plan
- Behaviour Management Policy
- Learning and Teaching Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Improvement Plan
- Special Educational Needs Policy

8. 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.

9. Equality impact assessments will be undertaken as and when school policies are reviewed. 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.

10. The Accessibility Plan will be published on the school website.

11. The Accessibility Plan will be monitored through the Finance and General Purposes Committee.

12. The school will work in partnership with HCAT in developing and implementing this Accessibility Plan.

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

B. Aims and Objectives

Our Aims are to:

- Ensure access to the curriculum for increasing numbers of children with SEND in line with changing context of school.
- Improve the delivery of written information to the school community.

- Ensure staff training reflects changing content of the school and enables staff to effectively support the learning journeys of all pupils.

Our objectives are detailed in the Action Plan below

C. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as and when a need occurs.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with emotional or medical needs; There are very few if any activities that pupils cannot be involved in with appropriate support and provision of staff.

Curriculum

There are no areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties, however by differentiation and TA support all can be accessed at a level commensurate with ability. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten do and will take account of any disabled pupils.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils to ensure their voice is heard especially during meetings where their needs are discussed, as well as for parents and staff.

D. Access Audit – Completed January 2016

The school is set in a 1960's building with a range of additional extensions added on at later dates. There are predominantly wide corridors and there are external access points into each classroom. There is one hall which is accessible to all. On-site car parking for staff and visitor includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped and some have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, on the main corridor. This is fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

Parents can access a comprehensive range of information about the school from the website, including performance data, curriculum information, newsletters and a

calendar of events. There is also a direct link to the school's twitter page that is regularly updated with school events and information. A text service to parents is used to communicate messages quickly.

E. Management, coordination and implementation

We consult with experts when new situations regarding pupils with disabilities are experienced. Leaders work closely with HCAT to ensure the facilities within the building meet the needs of the pupils.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.

Westcott Primary School Accesibility Action Plan 2016-19

Time Frame	Targets	Strategies	Outcome	Goals
Ongoing	Ensure access to the curriculum for increasing numbers of children with SEND in line with changing context of school.	Ensure knowledge and understand of staff is improved to enable them to plan for meeting individual needs of pupils needs within the changing context. Carry out a regular audit of needs. Create and regularly monitor a provision map.	Standards of achievement for all pupils with SEND are high as the curriculum is more accessible.	Continue to raise achievement for all pupils
2016-17	Improved access of information to parents and carers	<ul style="list-style-type: none"> -Improve organisation of information on the school website -Develop the use of twitter and social media -Further develop use of texts -develop the use of email to distribute newsletters 	All parents and carers can access information quickly and easily	Improved delivery of information
2016-2019	Ensure staff training reflects the changing context of the school and enables staff to effectively support the learning journeys of all pupils.	Monitor the changing context of school and the range of pupil needs to ensure training gaps are addressed and effective provision made.	Provision effectively meets children's needs.	Develop and sustain effective provision as the context of school and the range of individual needs changes.