

	WHISTON WILLIS PRIMARY ACADEMY			
	ACCESSIBILITY PLAN			
Lead Responsibility	Principal: I.Cooper SENCo: J. Watkins	Approved By Governors	Date: Adopted July 2021	
Review date	June 2023 ongoing			

MISSION STATEMENT

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

Learning is a lifelong journey and we strive for all children to enjoy learning; leading to independent, motivated 'Lifelong Learners' who are prepared to face the modern day wider world with enthusiasm.

Whiston Willis Primary Academy are committed to developing lifelong learners and responsible citizens with a clear vision for their future.

KEY VALUES:

- Respect for all.
- Resilience and Perseverance.
- Self-motivation and Expectation.
- Enthusiasm and Enjoyment.
- Teamwork and collaboration.

- Care and Empathy.

Whiston Willis Primary Academy is required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We place on valuing the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people. The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan including pupils, staff, parents and governors. This document should be read alongside the Wade Deacon Trust's Equal Opportunities Policy which applies to all aspects of the Trust's relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment. The Wade Deacon Trust is committed to providing a working environment free from harassment and bullying and ensuring all staff are treated, and treat others, with dignity and respect. All staff should take the time to ensure they understand what types of behaviour are unacceptable under the Dignity at Work Policy.

DEFINITION OF DISABILITY

Disability is defined as follows by the Disability Discrimination Act 1995: "A person has 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." Some children

defined as disabled, who for instance have arthritis, may not be defined as having SEND. Some children defined as having SEND, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities Schools have a duty to carry out accessibility planning for pupils with a disability These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010(updated in 2015).

To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish 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.

Staff at Whiston Willis recognise their duty under the Equality Act:

- ✓ Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
 - ✓ Not to treat disabled pupils less favourably.
 - ✓ To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
 - ✓ To publish an accessibility plan.
1. We are committed to providing an 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.
 2. Whiston Willis Primary Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
 3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated and reviewed annually.

4. Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.
5. The Plan will be monitored through the Governors.
6. We acknowledge that there is a need for on-going awareness raising and training for staff and committee representatives in the matter of disability discrimination and the need to inform attitudes on this matter.

ADAPTATIONS MADE TO WHISTON WILLIS PRIMARY ACADEMY
<ul style="list-style-type: none">• Installation of electronic whiteboards in classrooms to enhance teaching and learning• Use of ICT programmes Clicker 7, Reading pens and a variety of different coloured backgrounds to support pupils who benefit from this such as those with dyslexia• Provision of car parking bay for blue badge holders• Visual timetables for whole class and individual pupils• Individualised support programs, personalised learning and high quality differentiated teaching to support access to the curriculum• Lift access to first floor and or Evac Chair• Shower facilities• Accessible toilets• Sensory room – quiet multisensory area for children needing time out• Nurture Room (Kingfisher Room)
Information for supporting pupils with EAL can be found in the EAL policy

Objective 1: Improve and maintain access to the physical environment (Code E)						
Outcomes	Accessibility Planning Code: E-Environment I-Information C-Curriculum	Actions			Evidence/Monitoring/Success Criteria (add review in different colour font)	Dates (from and to)
		What/How	Lead	Resources		
Improve physical environment of the school	E	School will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking refurbishments of the site and premises 4 such as improved access, lighting and colour schemes Paint updated on disability parking space, steps. Rolling replacement of ceiling lighting and ceilings.	Principal SENDCO	Cost of having markings repainted £540.	Adaptations made to meet the needs of new visitors /staff and pupils with a range of needs.	Ongoing
Maintain environment to ensure safe and swift exit in the event of evacuation.	E	Clear corridors (free from clutter and obstructions) and classroom environment planned in accordance with pupil need. Regular practice of routines and procedures. Emergency lighting. Clear visible evacuation procedures for staff /visitors/pupils.	All staff	£1,400 New Evac Chairs to be purchased and staff trained.	Clear exit routes. Feedback to be completed and returned to the office to raise any issues/ concerns. Use of EVAC chair for speedy access for a child with a physical disability-for KS2 buildings. EVAC chair on first floor in the old build	Ongoing
Access physical	E	Audit to identify any	SLT		Environmental changes	Ongoing

environment of the school.		environmental needs of the school Health and safety walks by the school standards committee.	SENDCO Site manager SENDCO Governor		required are identified and will be added to Accessibility Plan	
Improve access for people with visual needs.	E	Review markings on outdoor and indoor steps.	SLT SENDCO Site manager SENDCO Governor	Costings included within Outcome 1 and 2.	Internal and outdoor stairs/steps have markings for clarity.	June 2021
Pupils with sensory needs are supported to manage in the setting during lunchtime.	E	Sensory Room Nurture Room Movement breaks for children to reflect their sensory needs	SENDCO	£4,000.	Completed CPD sensory hive training completed. Additional equipment to be sourced for the developing phases.	May 2021
Access to ambulant/accessible toilet and personal care facilities.	E	Refurbishment of ambulant toilet- where personal needs are met in a purpose built room	SENDCO Business Manager	Cost of refurbishment.		Ongoing

Objective 2: Increase access for the curriculum for pupils with a disability (Code C)						
Outcomes	Accessibility Planning Code: E-Environment I-Information C-Curriculum	Actions			Evidence/Monitoring/Success Criteria (add review in different colour font)	Dates (from and to)
		What/How	Lead	Resources		
Improved access to the curriculum	C	Appropriate differentiation is monitored by SMT and Subject Leaders	SENDCO Subject Leaders	Staff release costs – TMV's SENDCO	Our school offers a differentiated curriculum for all pupils. All teachers are trained to ensure effective	Ongoing

		<p>Small group interventions</p> <p>Regular reviews of SEND targets with parents and staff</p> <p>Parents consultation evenings/questionnaires</p> <p>Termly SEND reviews</p> <p>New Resources – review of ICT resources to support children</p>		<p>Cost of additional IT resources to be reviewed.</p>	<p>differentiation. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils</p>	
<p>Improved access to the curriculum for pupils with ASD Improved staff understanding of ASD</p>	C	<p>ASD: Training for all staff</p> <p>EduCare training for all staff.</p> <p>ASD training to be updated 2020 Support groups for parents/pupils for anxiety, self-regulation and sensory needs</p>		<p>Training fee.</p>	<p>Pupils with ASD make progress measured through tracking Insight.</p> <p>Reduced anxiety in pupils with ASD.</p>	<p>July 2022</p>
<p>Improved access to the curriculum for pupils with Cognition and Learning difficulties</p>	C	<p>Training for TA's: Dyslexia Pathway-Nessy Toe by Toe Precision Teaching Clicker 8 App and training.</p> <p>Academic Tutors-see Catch Up Plan.</p>	<p>SENDCO</p>	<p>Cost to be confirmed Nessy</p> <p>£600</p>	<p>Pupils with Dyslexia make progress towards outcomes set Evidence collected recorded in Dyslexia Pathway ALSA accredited learning support assistant for Dyslexia) professional development course</p>	<p>Autumn 2021</p>
<p>Improved access and early identification of Communication & Language needs</p>	C	<p>Training for staff on Language as required Assessment of EYFS pupils to ensure early interventions are put in place, Stammer, Blank Levelling, Word Vocabulary.</p>	<p>EYFS and Phonics Lead TA's SENDCO</p>	<p>Language programme-Nelly, Welcomm Staff release Cost of training</p> <p>BV SALT</p>	<p>Pupils needs are identified, and interventions are put in place.</p> <p>Pupils make progress Increased effective communication between pupils and staff. Pupil wellbeing and Mental Health</p>	<p>Mackaton training for staff as required</p> <p>Cost to be confirmed</p>

		<p>Makaton training with identified child and CT's TA's.</p> <p>EYFS staff to assess using the 'Welcomn 'assessment pack and Nelly Programme.</p> <p>Liaison with SALT where applicable – consider MAC shared purchase of an independent SALT (BV) to support needs of pupils in school.</p>		support.		
Improved access to the curriculum for pupils with Social, Emotional and Mental Health needs	C	<p>To complete Wellbeing Award</p> <p>Communication and Autism Team training for staff.</p> <p>Advice and support from outside agencies for challenging behaviour (MS Behaviour Support).</p> <p>Applied Psychologies EP support Reframing Behaviour Training.</p> <p>Mental Health First Aider trained ELSA Emotional Literacy Support Programme.</p> <p>ACES Training for all staff.</p> <p>SEND Coffee mornings.</p> <p>Nurture Room and training.</p>	SENDCO, Learning Mentor, All staff.	<p>Awareness of strategies that can be out in place. (£1200.00) approx.</p> <p>Work to be carried out in small groups (£600).</p> <p>£300</p>	<p>Pupils maintain their placement with a reduction in exclusions. Reduction in challenging behaviours in identified pupils resulting in increased access and academic progress Positive feedback from parents and pupils.</p> <p>Children's anxieties are reduced and emotional needs are met to reduce likelihood of emotional outbursts or sensory seeking behaviours which affect curriculum access.</p> <p>Children will show more resilience, self-regulation, emotional wellbeing and mental health. -development of cognitive skills and learning. To support children in understanding their emotions , stress , grief and how to manage it</p>	<p>April 2021 Wellbeing Award.</p> <p>Nurture Training completed.</p> <p>ELSA Training- February 2021.</p> <p>Mental Health First Aider completed March 2021</p>

Improved access for pupils with physical and/or sensory needs. Pupils with sensory needs are supported to manage their sensory needs.	C	Physical Aids, lap tops and clicker 8, larger pens/pencils, pencil grips, writing slopes. Laptop keyboard skills i.e Nessie. Sensory room Lift and or EVAC chair. Sensory modulation equipment for children in Reception and Year 1. e.g. sensory blackout tent, sensory toys, chewy bricks, sensory room access. Pupils access to sensory boxes Sensory room resources. Staff CPD training for sensory circuit-Sensory Hive.	SENDCO	Cover costs ICT costs and physical resources.	Pupils with physical disabilities are able to use aids to access the curriculum To be confident using a laptop. Pupils are able to manage sensory differences with support	Ongoing. Replacing resources and adding to the sensory equipment required Sensory Circuit Training completed May 2021.
Educational visits and extra-curricular activities are accessible to all	C	Reasonable adjustments are made and venues are assessed prior to visits to ensure all pupils can access them. Alternative arrangements made	SMT/ Lead teacher for visits	Staff release	All pupils have access to visits and a range of activities. Alternative options made available	As required.

Objective 3: Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. (Code I)						
Outcomes	Accessibility Planning Code: E-Environment I-Information C-Curriculum	Actions			Evidence/Monitoring/Success Criteria (add review in different colour font)	Dates (from and to)
		What/How	Lead	Resources		
Accessibility of newsletters and	I	School to provide newsletters and school documents in	SLT	Cost of alternative	Written materials are available in alternative formats.	Ongoing

<p>school documents.</p> <p>Ensure signage is suitable for non-readers and is clear and well placed.</p>		<p>alternative formats as requested Availability of staff to support with understanding of written materials.</p> <p>The use of symbol software (Communicate in Print) for non-readers (pupils and parents).</p> <p>Increased signage in school. Further signage to be implemented related to specific needs as appropriate.</p> <p>Website to be updated so it is user friendly for the SEND information.</p>	<p>Business Manager</p>	<p>formats.</p> <p>£639 (Widgit.com)</p> <p>Designated staff to be trained for website.</p>	<p>Parents feel supported in their access to written materials.</p> <p>Signage clear.</p> <p>Parents find information easier to navigate and find important information.</p>	
<p>Access to text for pupils with additional needs</p>	<p>I</p>	<p>Use of different coloured paper, font size, magnifiers, Dyslexia font.</p> <p>Enlarged lines/squares in books, backgrounds on white boards off white, scribes and readers available as appropriate.</p> <p>Use of symbols to support the written word where appropriate, such as social stories, signage, and Clicker programs.</p> <p>New books and programmes using the Accelerated reader scheme. To suit all ability readers.</p> <p>Research on graphic novels</p>	<p>All staff</p>	<p>Cost of advice from outreach, additional materials. Preparation time Symbol writing ICT programmes.</p> <p>New books</p>	<p>Pupils with additional needs are able to access written materials and improve their ability to transcribe.</p> <p>Accelerated reading books/ differentiated/ASD friendly Dyslexic friendly reading books.</p> <p>Strategies/ testing for pupils and interventions.</p>	<p>Ongoing</p>

		for children with Autism. A selection of Barrington Stoke Dyslexic reading books also compatible with the Accelerated reading Programme). ALSA Dyslexia training for SENDCO, teachers and support staff-Dyslexia.	SENDCO	Approx, £500		
--	--	---	--------	--------------	--	--

EQUALITY IMPACT STATEMENT:

Under the Equality Act 2010, we have a duty not to discriminate against any person based on ‘protected characteristics’.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Whiston Willis Primary Academy.

MONITORING ARRANGEMENTS

This Accessibility Plan has been drawn up and covers the period from July 2021 – June 2023. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of the current Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period. An Accessibility Plan forms part of the Disability Equality Scheme and sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in three areas.

Links with other policies This accessibility plan is linked to the following policies and documents:

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEND) information report

Supporting pupils with medical conditions policy