



Date: Summer 2019

Accessibilty Plan

Watcombe Primary School



Accessibility Plan 2019-2022

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all children with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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.

Areas of planning responsibilities

- Increasing access for disabled children to the school curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits

- Improving access to the physical environment of the school. This includes improvements to the physical environment of the school and physical aids to access education.

- Improving the delivery of written information to disabled children, parents and visitors. This will include planning to make written information that is normally provided by the school to its children available to disabled children. The information should take account of children's disabilities and parents preferred formats and be made available within a reasonable time frame.

The School's context

Watcombe Primary School is a one level building with large external grounds. The front entrance of the school has a car park with one disabled parking bay for parents, staff or visitors. The main reception door is operated manually, with an external bell for anyone that requires assistance into the school building. The school is all on one level with large corridors and allows for easy manoeuvring between classrooms and offices. The building is very well lit from natural and artificial lighting. Classrooms are of a very generous size with plenty of room to manoeuvre around. Access to the rear of the building can be taken via steps, a lift or via the foundation unit where ramps are accessible to the playground.

Current Range of known disabilities

The school has a range of disabilities such as,

- Down Syndrome,
- hearing impairment,
- moderate and specific learning disabilities.
- Visual Impairment
- Speech and Language
- Hydrocephalus
- Autism
- ADHD

Increasing access for disabled staff, parents and pupils

We continue to enhance our knowledge, skills and understanding to ensure that we meet the needs of the children, parents and visitors to the school.

Access to the curriculum

Objective	Strategies	Responsibility	Timeframe	Evaluation
Ensure teachers and teaching assistants have the necessary training to teach and support disabled children.	Training needs identified through PM reviews and external agency recommendations to meet the specific needs of children.	SMT	Ongoing	Staff confident in teaching and supporting disabled children
Ensure all children with physical disabilities have access to all aspects of the curriculum.	Ensure all staff are aware of pupils with physical disabilities and ensure specific needs are met.	All staff	Ongoing	Staff confident in teaching and supporting disabled children

All educational visits accessible to all.	Ensure venues and means of transport are suitable to meet the needs of all children	SMT All staff	Ongoing	EVOLVE software and risk assessments completed. All pupils able to access planned off site activity
Ensure all children with physical disabilities can take part equally in lunchtime and afterschool activities	Discuss needs with private sports clubs working within the school. Discuss with school staff running clubs and provide additional support where needed.	SMT All staff running clubs External providers	Ongoing	All children able to access after school clubs
PE Curriculum accessible to all.	Clear differentiation with resources used, appropriate level of support provided	All staff	Ongoing	All children to have access to PE and be able to experience success
Ensure the school develops children's awareness of disability	Ensure there are learning resources (books etc) that show positive role models.	SMT	Ongoing	Children to have a greater understanding of disabilities and know how best they can support their peers.
Inclusive discussion of access to information between parent/teacher	Ask parents about preferred formats for accessing information eg braille Accessibility of school website	Headteacher School Office Class teachers	As required	Staff more aware of preferred methods of communication and parents feel included.

Improving access to the physical environment of the school

Objective	Strategies	Responsibility	Timeframe	Evaluation
To be aware of the access needs of disabled children, staff, governors, parents and visitors to the school.	Where necessary create access plans for individuals. Disabled parking Premises inspections	Headteacher SBM Caretaker	Ongoing	All needs are met
Clear signage and safe access for all.	Yellow markings to the edge of all steps Interior and exterior lighting working Clear and accessible walkways Yellow markings to play	SBM Caretaker	Ongoing	All individuals with disabilities feel safe in the school grounds

	equipment where needed. Clear signage to entrance and exits			
Ensure all disabled people can be safely evacuated.	Ensure there is a personal emergency evacuation plan for all disabled children, staff, governors and volunteers.	SBM	Ongoing	All individuals to be safe in the event of a fire. Appropriate supervision for those individuals who would need support in the event of an evacuation.
Ensure accessibility of access to IT equipment	Alternative hardware in place e.g keyboards, screen displays, monitors and mouse. Alternative software	SBM SENCO	As required	Hardware and software to meet the needs of the children.
Washroom facilities for all disabled people	Maintenance of washroom facilities	SBM Caretaker	As required	Suitable facilities for disabled people.
Any decorating work within the school is sympathetic to the visually impaired	Advice on colour schemes and lighting from specialists	SBM SENCO VI Team	As required	The school decorates in a way which is sympathetic to the needs of visually impaired children.
Lighting in school for safe and easy movement	Good low level lighting avoiding glare.	SBM	Summer 16	Safe movement around the school.

Improving access to written information

Objective	Strategies	Responsibility	Timeframe	Evaluation
Ensure written materials are provided in an alternative formats. This is to include school prospectus and newsletters.	Liaise with the LA printing team to provide alternative printing formats. Awareness of children, staff and parents who require an alternative format. Ensure the website is accessible in formats which can be	SENCO SBM School Office staff	As required	Appropriate materials provided.
Provide information in other formats for	Access to translators, sign language interpreters to be	SENCO School Office	As required	Children and parents feel supportive.

children/parents who may have difficulty with hearing or language problems	considered and offered.			
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils, parents/carers with a visual impairment	School Office	As required	Clear communication