

Accessibility Plan



WHARTON C.E. (CONTROLLED) PRIMARY SCHOOL

Autumn 2015
To be reviewed Summer 2016

ACCESSIBILITY PLAN



WHARTON CE CONTROLLED PRIMARY SCHOOL

Introduction

The revised accessibility plan was drawn up at the end of the Autumn Term 2014 and will be reviewed on an annual basis. This plan is led by, the Inclusion Lead SENDCO and school council.

The aims are to provide a fully accessible environment which values and includes all pupils, staff, parents and visitors catering for their spiritual, cultural, emotional, social and physical or sensory differences and to welcome and encourage adults and children whatever their background. Negative attitudes will be challenged and an ethos of belonging and inclusion will be fostered and promoted so that all people are valued and treated with equality.

Actions in the plan include

- Adjustments to the physical environment, providing additional facilities as necessary. For the building and equipment that enables access to education, updating the premises with the needs of the community in a regular review of accessibility.
- To ensure that the Curriculum tailors for the needs of all the learners so that pupils with a disability have their needs addressed, so that no pupil is disadvantaged in their learning. Teaching and support staff will offer after school clubs, visits, residentials and leisure and performance opportunities as part of the wider curriculum. This is in line with the Disability Discrimination Act.
- Improve the delivery of written communication so that school events, timetables and essential information is presented in preferred formats (letters, website, hand outs, information booklets) for the needs of the school population.
- On-going developments and training for Governors and Staff will be delivered to promote positive attitudes towards a fair education and to ensure no discriminating is evident.
- This accessibility plan is in line with the school policies for SEND , Equal Opportunity , Health and Safety and Behaviour.
- Curriculum policies need to be written with regard to inclusion and access.
- This plan will be available on the school website.
- Cheshire West and Chester the Local Authority and Ofsted will monitor this plan.

Accessibility Issue	Action	Time scale	Persons Involved	Monitoring
Pupils Attainment	Data is analysed to check progress and target next steps to close any gaps in attainment. Addressing in equality.	Half termly and Termly reviews	Curriculum Leaders SLT Governors	Senior Leadership Team(SLT) monitor each term Data challenge meetings with Governing body
Differentiated Curriculum	All Teachers differentiate planning for appropriate level of support (or challenge)	Daily plans, Weekly planning and Mid Term Planning	All Class Teachers (& TA's involved) Assistant HT's SENDCO	SLT Head Teacher Assistant HT'S SENDCO Curriculum Leaders Middle Managers
SEND needs Special education or disabilities	Class Provision Maps. IEP's or SEN profile if applicable. ICP's(individual communication plan) SLCN(Speech and language communication needs)	Termly actions targeted on profile or IEP(x2 pa) 3 monthly ICP reviews	All Teachers SENDCO Parents Teaching Assistants and Sendco and Speech and Language Therapist (SALT)	Annual report to governors by SENCO. Termly/half termly SEND meetings SLT. Outside agents monitor school strategies and evaluate progress against plans and consultations.
Pupils with an additional language Awaiting support from Polish TA at local school to help assess.	Concepts and language 1:1. Dictionaries for dual language. Books and Traditional tales in two languages	Termly progress Base line assessment of vocabulary	Teaching Assistant responsible for Speech and Language provision Karen Hamlett or Teaching Assistant supporting classes.	SENDCO Class Teacher EAL Teacher visit Buddies (with same language) Parental updates and tips for linking languages(SENDCO)
Resources People - appropriate staff Equipment i.e. visual aids/ hearing aids	Sound field system in all classes and assembly hall. Dyslexia/Irlens/Autism Resources purchased used at home and in school. SEN budget used to purchase.	Visits as and when required: to address barriers and provide necessary adaptations. Early intervention is key.	Teachers of the Deaf. AMBDA specialist and Irlens specialist. Physio and Occupational Therapists. Autism Specialist Teachers. Outreach and Early Years	Reports evaluated strategies in place by SENDCO. Team around child Children given responsibility for equipment, tools to help address needs.
Curriculum Access	Deployment of adults. Medication, modified activities to suit sensory, medical or emotional needs.	As and when discussion around barriers, restrictions and necessary adaptations reviewed.	One to one TA's. Class TA's. Parents are key to regular updates and communication.	Class Teacher SENDCO Community Health Nurses(Diabetes and Epilepsy)
Building Design	Bungalow style school -one	Purpose built	1:1Teaching	SENDCO and SEN Governor and premises

	<p>floor total wheel chair access .From external doors inside to outside space.</p> <p>Rest Room with bed for Epilepsy recovery. Hygiene room . Nurture room.</p>	<p>school. Timetabled nurture-Play Therapy reviewed termly and offered bespoke when needed. Daily access for rest, injections and blood tests.</p>	<p>Assistants</p> <p>Christel Remond- Nurture practitioner</p> <p>Alan Mullholland - Learning Mentor</p>	<p>sub- committee and school care taker.</p>
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