

Wreningham VC CE Primary

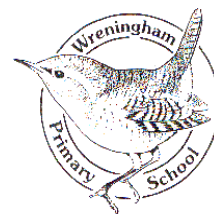
Accessibility Plan

1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body."

Reviewed Spring 2024

Next Review Spring 2027

This policy was approved by the Governing Body Monday 18/3/24



Policy Consultation & Review

This plan will be reviewed in full by the Premises every 3 years.

The purpose of this plan

The purpose of this plan is to show how Wreningham VC CE Primary Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Wreningham 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.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA)

"A person has a disability if he or she has 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".

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum, which 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 the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

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

- Curriculum policy and SEN
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy/ Single Equality Policy
- School Development plan and vision Statement

Action Plan

Below is a set of action plans showing how Wreningham Primary School will address the priorities identified in the Plan.

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of individual curriculums where these are specified

The table below sets out how the school will achieve these aims.

Aims	Current good practice	Actions	Timescale	Responsibility	Monitoring	Success Criteria
Increase access to the curriculum for pupils with a disability	Wrenningham offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully where possible e.g. tablet, talk typer, spell checker.	Purchase appropriate computer technology (assistive technology) as required for pupils with disabilities.	Ongoing	SENCo and HT	Governors	Access to appropriate computer technology will be improved for all disabled pupils.
	Ensure access to computer technology appropriate for pupils with disabilities	School staff to be updated on available technology				
	Ear defenders are routinely used for children with sensory challenges.					Established and developed staff with additional skills to support specific children.
	CamAps, Dexcom to manage glucose levels in people with type 1 diabetes	Ongoing training and support				
	Reflect identified area of need in lesson planning and delivery.	Ongoing programme of staff training in disability awareness to reflect diverse needs of pupils within the school.	Ongoing	All Staff	Governors HT	Improved access to curriculum for all pupils
	Training for staff on autism completed 6/9/23	Purchase of resources to increase pupil participation.	Ongoing			Staff developed with additional skills to support specific children.
	Development of staff members in SALT and established relationship Cambridgeshire Speech and Language Therapy Service					
	Prioritise pupil participation in school activities.	Ensure school activities are accessible to pupils including school trips & PE	Ongoing	All Staff Governors	Governors	Increased participation in school life
	Review the curriculum to ensure understanding of different disabilities is taught.		Ongoing			Discussions with children to ensure they have a good understanding of the difficulties faced by people with disabilities.
	Take part in Mental Health Week each year.	Whole staff training of SEMH 2024.	2024			Information to pupils with disabilities and parent/carers will be improved.
	Large print and audio formats as required. Newsletters, school documents and pupil resources can be given in alternative formats.		Ongoing			
	School Policies Ensure all policies consider the implications of disability	Consider all policies in view of curriculum targets 1, 2 and 3	Ongoing	Governors	Governors	Access to all aspects of school life for

	Access.					all pupils
Improve and maintain access to the physical environment	<p>School Buildings School is aware of the access needs of disabled children, staff and parents.</p> <p>Improve signage/lighting for visually impaired people</p> <p>Access arrangements to include a ramp purchased when required. Current disability access through the main entrance for main school building. Consideration to be given for access from the playground as required. Awareness of independent access-corridor wide enough for a wheelchair in the main building and the MF room.</p> <p>Disabled parking – bay included in car park</p> <p>School has a disabled toilet for pupils, with a hygiene area. It has a pull cord alarm system and a handrail. An additional toilet has been installed to be used by girls in year 5/6, mindful of their age.</p> <p>Classrooms are autism friendly.</p> <p>Use of pastel paper for dyslexic pupils.</p> <p>Main door automatically unlocks in case of fire alarm ringing, allowing an escape route.</p> <p>Low hatch in the servery</p> <p>Access into the playground is good.</p> <p>Level and wide path to the village hall and parents parking</p>	<p>Governors to complete a ‘Disability Walk’ around the school one/year External lights. Striped tape on edges</p> <p>Accessibility and clarity of signs around school To be considered in any future capital building project – toilets being renovated.</p> <p>Access to the library will require ramp as required</p>	<p>Annually</p> <p>As required As required</p>	<p>Governors/HT</p> <p>Govs/Headteacher</p> <p>Govs/headteacher</p>	Governors	<p>Pupils/staff/visitors with mobility impairment, sight impairment etc have easier access to school site.</p> <p>Lighting completed</p> <p>Accessible parking for disabled staff/visitors</p> <p>Disabled toilet in place</p>
Improve the delivery of individual curriculums where these are specified	Teachers differentiate lessons to meet needs of learners.	Continue to be inclusive to meet needs of children.				All pupils are fully included and have access to learning.