

Wendron

C of E Primary School

*'To live life,
life in all it's fullness'*
John 10:10



Kernow Learning

Building Excellent Schools Together

Accessibility Plan

Version number:	V3
Date adopted by Governors:	December 2022
Scheduled review date:	December 2025
Statutory or Best Practice policy:	Statutory
Appendices:	Yes
School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01326 573187 or email wendron@kernowlearning.co.uk

Accessibility Plan 2019-2022

At Wendron C of E Primary School we are committed to giving all of our children the opportunity to achieve their very best. Therefore we provide an environment which takes into account the needs of all individuals regardless of their educational, physical and emotional needs.

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 pupils/students 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.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff 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



- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils 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.

- Provision maps are written for each child with an EHCP plan, which identify areas of need and establish interventions to support the pupils. These plans are written with contributions from the parents and children and reviewed annually.
- A whole school provision map indicates the provision provided for all children with SEN. This is updated, following tracking, pupil conferencing and lesson observations, on a termly basis.
- Staff liaise closely with outside services and agencies, incorporating suggested strategies into school life.
- Tasks are differentiated and Individual targets are established for pupils who are unable to access the age related curriculum.
- A range of teaching methods and styles are adopted by staff to facilitate access to all pupils.
- 1:1 time to talk session support vulnerable pupils as and when they need it.
- Members of staff receive up to date training on SEN issues. In 2017 staff were trained by vision support. In 2018 staff were trained in ABA and took part in diabetes training.
- All teaching and non-teaching staff have received up to date First Aid training.
- A variety of clubs are available to all pupils.
- All pupils are facilitated in carrying out tasks of responsibility throughout the school.
- Detailed risk assessments are completed for pupils to ensure that they are able to accompany their class on school trips.

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.

- The school building is accessible for all pupils with physical difficulties. (It is on one level)
- Pupils are provided with resources according to their specific needs. For example: ear defenders for those pupils who have difficulties with loud noises; wobble cushions for those with proprioceptive needs...etc.
- Resources, wherever possible, are accessible within the classroom and part of the normal classroom make up.
- The outside areas are accessible to wheelchair users.
- All rooms in the building are accessible to wheelchair users.
- There are wider parking bays for disabled users.
- A disabled toilet is available with a panic alarm fitted.
- Displays in the school celebrate pupils achievement.
- We endeavour to keep communal areas clutter free to facilitate easy movement.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- Resources are clearly and simply labelled throughout the school.
- Newsletters to parents have a clear layout, providing easy access to information.
- The school website is clear and easy to navigate.
- According to their needs, pupils may use filters, coloured paper, large print enabling them to access information more easily.
- When using a smart board, teachers endeavour to select a Dyslexia Friendly off white background.
- Some pupils have home/ school books which allow easy communication between teacher and parent.

Financial Planning and control

The headteacher, SLT and the LGB/Trustees will review the financial implications of the accessibility plan as part of the normal budget review process.



Accessibility Action Plan

(Updates/adaptations colour coded 2019/20/22)

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<p>The accessibility plan is coproduced taking into account the views of those with SEND and their families.</p>	<p>Greater pupils and parental consultation is required when revising the Accessibility Plan.</p> <p>Survey parents:</p> <p>1. How would you grade access to and across our school site/physical environment by you, your family and children?</p> <p>More Details Insights</p> <p>4.59 Average Rating</p>	LP/PH	Long-term	December 2019	<p>Make it part of the annual review meeting with parents and children. Accessibility was discussed in both reviews. Cloakroom monitors put into place to enable CC to move around the school safely. The survey was aimed at the whole school population. Overwhelmingly positive results. The one person or persons who is not happy views have been sought.</p>
	<p>2. Does the school ensure inclusion in the school community? (0 point)</p> <p>More Details Insights</p> <p>4.77 Average Rating</p>			Sept 22	



	<p>3. Does the school ensure access to the curriculum? (0 point)</p> <p>More Details Insights</p> <p>4.59 Average Rating</p> <p>4. Do you feel the school gives you access the information that you need? (0 point)</p> <p>More Details Insights</p> <p>4.50 Average Rating</p>				
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Access to the physical environment - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Signs to be accessible to those with communication and learning difficulties.	Make pictorial signs for each room in the school. Make sure that signs are lower on the doors so that those in wheelchairs can access them. Make sure that all resources are labelled clearly, using picture cues and plain font.	LP	Medium-term	April 2019	Completed April 2019 Revisit in 2022 check all still present.
Car park is adequately lit.	Double check that all of the bulbs have been replaced and that the lighting lights up the whole car park.	PH	Short-term	January 2019	All bulbs on the exterior lights are working Jan 2019



		MO		November 22	All bulbs are working January 2020 Lighting needs a review.
Each cloakroom space is free from obstruction to wheelchair users and from hazards to people with impaired vision.	Appoint class monitors to carry out the task after each break-time. They could be changed on a weekly basis. Use a TA to double check the boys' cloakroom as it is more prone to causing an obstruction. Obstruction free	PH/LP All staff	Short -term	April 2020	There are cloakroom monitors in Trengrouse and Trevithick class to check the cloakrooms three times a day. Cloakroom monitors check the cloakrooms three times a day. The girls is tidier than the boys. Spot check obstruction free 11/22
Visual cues are available for orientation.	Signage in place directing to reception and to each classroom, the toilets etc from reception. To be reviewed by new trust CCO visit 11/22	PH MO	Long-term	September 2019 Nov 22	Emailed to Paul to see if this is possible to do this year. Sept 2019 Will send another email.
Pathways around the setting are safe.	The paving slabs need to be power hosed regularly to prevent them becoming slippery. Check they have been done. Jet wash pavements part of maintenance cycle New pedestrian gate to be resurfaced	PH PK	Medium - term.	April 2020	The grounds maintenance guys are asked to manage them and from time to time they clear the mossy covering on the paths and in the car park. Pavement jet washed 11/22
Parking arrangements are clearly signed.	The wider bays need to be made clearer as well as the staff parking.	PH	Long-term	September 2019	Emailed Secretary to ask her to add it to the newsletter June 2019



	See visual cues above				A reminder again on a newsletter about staff parking bays.
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Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
The SEN report and accessibility plan are available on line and in hard copy.	Accessibility plan written and published on website. Make parents aware that paper copies are available in larger print etc if needed. Autumn 22 update	PH/LP	Short-term.	January 2019 Nov 22	Written and emailed to Richard in January 2019. It has been published on the website. Updated version to HT September 2019 to publish. LGB aut 22
Signpost families without the internet to the One Stop Shop or the local library to access information.	Put this information into our welcome pack when pupils start school. Put it on the school notice board. Check this happens habitually now. Revisit in 2023 when new information is sent to parents	PH Secretary	Medium term	July 2019 July 2020. June 2023	In time for the new reception intake. Email Secretary. Emailed Secretary in January. Check it is done in Sept. All new parents were told and information was put on school newsletter.



Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<p>The attainment gap between pupils with SEND and those without SEND is reducing overtime.</p>	<p>Make sure that if this isn't happening for specific children that everybody is up to speed with why.</p> <p>Review the provision after the next data drop and progress meetings in English and Maths.</p> <p>Embed practice- discussions with teachers. What attainment data being used? Progress data?</p>	PH/LP	Long-term	<p>July 2019</p> <p>February 2020.</p>	<p>In time for change in year group and annual report to parents. Tracking of vulnerable pupils and planning scrutiny. Tracking done June 2019 of the whole school and awaiting response from class teachers.</p> <p>New Provision map is being put together Sept 2019</p> <p>Pupil progress meetings have taken place with PH and by CR and LP literacy and maths leads. We are waiting for the next data drop in February to review the provision.</p> <p>Provision map in place</p>



Every teacher a teacher of SEND	All teachers attend CPD on ETTS. Review class practice and ensure all vulnerable pupils are taught by Class teacher as well as support staff inc. 1:1 support.	All teachers	Short term	Termly	Follow up from CPD, teachers to discuss

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Promote the "SEND Information, Advice and Support Service," (SENDIASS) and Independent Supporters. www.conrwallsendiass.org	Put links to the agencies on our website. Put links to support services into our welcome packs for new parents. Make sure that I can see it on the website clearly labelled. Links on SEND page on website	PH	Short-term	February 2019 February 2020 Aut 22	Email Secretary to do this. Ask Secretary to add the information to the website. June Checked with Secretary that it is on the site.
Give children and their families information about the Family Information Service (FIS).	Add the links to (FIS) to our website. Put the information into the welcome packs for the new parents. Make sure that I can see it on the website clearly labelled. Links on SEND page on website	PH	Short-term	February 2019 February 2020. Autumn 22	Email Secretary to do this. Ask Secretary to add the information to our website. June checked with Secretary that it is on there.

