Wimbledon Park Primary School

Accessibility Plan

1. This Accessibility Plan covers the period from Mar 2017 to Mar 2020.

2. We are committed to providing a fully 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.

3. Wimbledon Park Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions 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 theEqualities Act 2010). 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.

5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted by the senior leadership team together with the school Business Committee of the governors ona three yearly basis.

6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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

    - Equality scheme and equality objectives
    - Continuing professional development policy
    - Educational visits policy
    - Health & Safety policy
    - Special educational needs policy
    - Behaviour policy
    - School development plan

8. The Action Plan relates to the Access Audit of the School, which is undertaken by the Senior Leadership Team. It may not be feasible to undertake some of the works to accommodation and buildings during the life of this 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.

9. The School's complaints procedure covers the Accessibility Plan.

10. The Plan will be monitored through the School Business Committee of the Governors.

11. The Plan will be monitored by Ofsted as part of their inspection cycle.

Approved by the Full Governing Board
at its meeting on March 2017

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Chair of Governors

Date of next review: Mar 2020

Wimbledon Park Primary School Accessibility Plan 2014-2017

ACTION PLAN

Action	Resp	Timeframe	Cost/ Resources	Review/ Outcome
Provide staff awareness training on disability – specific focus to be decided, but aim is for teachers and teaching staff aware of the relevant issues and can ensure that this group has equality of access	SLT	From September, annual general awareness training, with specific follow up as identified	Specialist input may be required/ commissioned	omplete. Annual Equalities djustment registered circulated nd adjustments monitored. Whole aff equalities training academic ear 2015-2016 and 2016-2017
Include disability/equalities awareness in start of year Inset training each year • E.g. LH/RH, class layout/paths for disabled children, seating position considerations, auditory needs, sensory seating/workstations/ADD, fire evacuation of wheelchair users	SLT	Sept each year	None	omplete. Annual Equalities djustment registered circulated nd adjustments monitored. Whole aff equalities training academic ear 2015-2016 and 2016-2017
Create a register of children impacted under Equality legislation to be used this September, and keep up to date annually • Name, Class, Pictures, Reason for being on Equalities Adjustment Register, Class/Curriculum Adjustments	SLT	Sept each year	None	omplete. Monitored by DHT and clusion Manager.
Review of curriculum representations of disability/equalities issues (and other minority groups) • E.g. Reading books and class texts, Assembly themes, PSHE topics • Further training for teachers on differentiating the curriculum as necessary	Curric Team/ LC	By July 2015	None	ew curriculum implemented. epresentative of a wide variety of oups. New PSHE curriculum ritten and adopted adacdemic ear 2016-2017 – addresses qualities issues. Idea also ddressed through assembly cycle.
Additional signage externally and internally for key routes into school and around school	HG	July 2014	£2-3,000	omplete.
Create another quiet/calming room or space	SW	Sep 2014	£300 resources	eeting room used for therapy essions and Inclusion Manager's fice used as a safe space.
Write fire evacuation procedure for wheelchair at top of stairs and include in reminders to staff	MS	Apr 2014		odate to represent current child in ear 3.

ACCESS AUDIT JAN 2017

This audit covers the three main strands of the planning duty:

1. **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education**

   The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

   Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

   Constraints – the central WPPS building is over 100 years old with extensive changes in floor levels, steps and stairs, which was not designed or built with disabled access as a consideration. The school will take reasonable measures to ensure access. However financial, practical and design constraints will apply.

2. **Increasing the extent to which disabled students can participate and achieve within the schools' curriculum.**

   The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organization and support, deployment of staff, timetabling, curriculum options and staff information and training.

   Many adjustments to access will be dependent on individual needs.

3. **Improving the delivery of information that is provided in writing to students with disabilities**

   Any students requiring additional support are clearly identified on entry to WPPS and throughout their time at the school. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

Answer: 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

	Increasing disabled pupils participation in the School Curriculum	**1**	**2**	**3**	**4**	***Comments for school use***
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		✓			Whole staff equalities training provided in academic year 2015-2016 and 2016-2017.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓				Specialist training available through LA (e.g. portage service) and SEN teaching school and children's medical care teams. E.g. Cystic Fibrosis, ASD, Makaton, Tracchy training all completed within this academic year.
3	Do all staff seek to remove all barriers to learning and participation?	✓				Excellent level of awareness from staff about those children who need additional support to ensure access. Meetings with MMS and AMSA to review children at the start of each year as well as Equalities adjustment registers for all classes.
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?		✓			SEN support is excellent with personalised and timely interventions/further teaching. EHCP/Statement children are well provided for but require high quality training and support for their 1:1s to enable them to appropriately support children with significant needs.
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✓				Monitoring of club attendance to ensure inclusion. All children participate in music and have use of the lift, if necessary, to get to the classroom. PE lesson are adapted to suit the need of individuals.
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	✓				Children supported by their LSAs to encourage participation. LSA. Modified equipment e.g. sponge balls, larger rackets. Alternative/differentiated activities created which consider level of mobility.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?		✓			Increased numbers of children with ASD diagnosis has resulted in general awareness, as well as specific training for teachers and support staff. Staff work together to design learning and consider access for these children. Children with specific physical disabilities and medical needs are catered for and school staff use their medical care teams to help to plan for access. Having an out of class inclusion manager also allows for additional support.
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?		✓			This has been improved by the use of the Equalities adjustment register. Additional CPD is tailored to those that are supporting children with specific needs. LSAs to support children in learning that requires the use of equipment, beyond the day to day.
9	Do you provide access to appropriate technology for those with disabilities?	✓				On case by case basis as necessary, e.g. hearing loop,

					large keyboards
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	✓				Yes – risk assessments carried out to look at accessibility. Children supported by their LSA to participate. Residential trips require pre meetings with parents to be clear on specific needs when staying away. First residential trip within a 2-hour drive allowing part participation if necessary.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		✓			As required for specific pupils (e.g. annual visit for hearing systems); this has been improved with register and annual reminders.

Improving the delivery of information to disabled pupils	1	2	3	4	*Comments for school use*
12	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?				✓	No pupils with difficulties with printed information, but specialist services available through LBM/SEN Teaching School
13	Do you have the facilities such as ICT to produce written information in different formats?	✓				
14	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?		✓			Email, text and print currently.

Improving the physical environment of the school	1	2	3	4	Comments for school use
15	Is furniture and equipment selected, adjusted and located appropriately?		✓			Checked ad hoc by premises manager. Class teachers decide on appropriate layout for class considering needs.
16	Are pathways and routes logical and well signed? *(both internal & external)*		✓			Additional signage externally and internally added
17	Do you have emergency and evacuation procedures to alert ALL pupils?		✓			Critical incident procedures in place. Consideration of children who have mobility issues if there is a fire whilst using upstairs classrooms.
18	Is appropriate furniture & equipment provided to meet the needs of individual pupils?		✓			Improved with the equalities adjustment register.
19	Do furniture layouts allow easy movement for pupils with disabilities?		✓			Decide by class teachers when they are aware of their classes. Inclusion manager gives support with decision making.
20	Are quiet rooms/calming rooms available to children who need this facility?		✓			One space currently, but would be good to create another
21	Are car park spaces reserved for disabled people near the main entrance?	✓				1 disabled space by the main atrium door.
22	Is easy movement around the site and the main entrance possible?		✓			Some doors do not stay open and therefore access unaccompanied in a wheelchair can be challenging.
23	Do any entrance steps have a contrasting colour edging?		✓			Downey Hall entrance step is only one, and there are alternative routes.
24	If there are steps, is a ramp provided to access all main entrances?		✓			Being constructed for EY play space entrances. There are alternative routes into main hall.
25	Is there a continuous handrail on ramps and steps to main entrances?	✓				Being constructed for EY play space
26	Is it possible for a wheelchair user to get through the principal door unaided?		✓			Door pulls towards user. Wheelchairs can access through most other significant entrances but need to be accompanied as doors close- are required to be held or hooked open.
27	If there is a lobby at the principal entrance, is it possible for a wheelchair user to			✓		There is a lobby – the door handles are high so would

			✓			
	negotiate the doors?					require someone to meet the person at the door.
28	Do all internal doors allow a wheelchair user to get through unaided?		✓			The width is sufficient but some doors automatically close or require them to be pulled towards people.
29	Do all the corridors have a clear unobstructed width of 1.2m?		✓			All apart from library corridor and there is alternative route via the hall

30	Does each block have a wheelchair accessible toilet?		✓			Four – only upper school without but has access close by
31	Does the school have accessible changing rooms/shower facilities?		✓			Yes to changing facilities, no to shower other than in nursery
32	Do any internal stairs have contrast colour edgings?	✓				
33	Is there a continuous handrail on each internal stair flight and landing?	✓				
34	Does the school have a lift(s) that can be used by wheelchair users?	✓				Yes – 2. Only room that is inaccessible is common room
35	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		✓			Downey Hall – require assistance down step Y2 classrooms – need to design fire evacuation procedure for wheelchair at top of stairs
36	Are non-visual guides used to assist people to use the buildings?				✓	Would require specific risk assessments based on individual need
37	Is none of the décor confusing or disorientating for pupils with disabilities?		✓			Most corridors plain and painted. Classrooms have displays and scaffolding for learning over walls.
38	Is a hearing induction loop available (either fixed or portable) in the school?	✓				
39	Does the school have a "Soundfield" sound reinforcement system?				✓	Not a requirement for any children currently on roll.
40	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				✓	

<u>Summary of Action Points</u>

1. Continue to provide staff awareness training on disability – specific focus to be decided based on new need coming into school.

2. Monitor the inclusion of representations of disability in the new PSHE scheme of work – ensure there are opportunities to discuss and explore a wide range of disabilities

3. Create another quiet/calming room or space

4. Write fire evacuation procedure for wheelchair at top of stairs and include in reminders to staff

5. Ensure office/classroom remodelling allows access to all and considers the wide range of disabilities that a community school might cater for

Completed Feb 2017
Lauren Clogg