

WHITEFIELD PRIMARY SCHOOL

Accessibility Plan



Start date: April 2015

Review date: March 2018

Whitefield Primary School Accessibility Plan

2015-2018

Foreword

Whitefield Primary School has adopted this accessibility plan in line with the school's special educational needs and disabilities policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place in March 2015.

Our special educational needs and disabilities policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to pupils with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our SEND policy, inclusion policy, school offer and SEND report for an outline of our full provision to support pupils with SEND. These documents are published on our school website.

Aims of this accessibility plan

- To increase the extent to which disabled pupils can participate in the curriculum;
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- To improve the availability of accessible information to disabled pupils

Definition of Disability

This explanation of disability is taken from the 0-25 SEND Code of Practice (January 2015)

'Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes

sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. ‘

Definition of a Special Education Need

The 0-25 SEND code of Practice (January 2015) defines SEND in the following way;

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Vision and Values

Whitefield Primary School fully supports the vision of Liverpool Children’s services as set out in their Accessibility Strategy 2014-2017 (see appendix 1). We are also committed to;

‘endorse ‘the ‘social model’ of disability, which proposes that it is society which dictates who is excluded- not the nature of the disability itself. The model recognises that removing barriers is as much about encouraging positive attitudes and behaviour traits as it is about removing physical barriers’.

We furthermore believe that children have the right to be healthy, happy and safe, to be loved, valued and respected and to have high aspirations for their future.

Preparing for the Accessibility Plan

The process of producing this accessibility plan has involved the collection and publication of equalities information in school. An audit of current accessibility for disabled pupils informs the accessibility planning in school. In reporting the findings it will be necessary to include enough detail to be informative but not so much as to breach confidentiality.

In determining the targets for the plan, school have obtained the views and aspirations of;

- disabled pupils;
- families of disabled pupils;
- other disabled people or volunteers;
- the priorities of the local authority.

Results of the questionnaires

1. The grounds and building are accessible to adults and children with disabilities

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
2	9	1	1	0

What could be done to improve access?

- *A small slope in the car park area where it leads to the playground*
- *Power assisted doors throughout school*
- *A quiet base/sensory room for ASD pupils*

2. Information provided by school is accessible to all

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
3	10	0	0	0

What could be done to improve access?

No comments given

3. Disabled pupils have full access to school clubs and class trips out

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
2	11	0	0	0

What could be done to improve access?

No comments given

4. Pupils with disabilities are able to access the curriculum

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
3	10	0	0	0

What could be done to improve access?

- *Providing Braille books*

Any other comments

- *The school is very inclusive*
- *Whitefield is a very progressive school catering for children with a multitude of needs. Every effort is made to integrate all children to access the excellent curriculum across the key stages. Lessons are always very interesting and there is always an exciting activity taking place which is promoting all learning. It is always inviting with a calm, happy and friendly atmosphere. The children always tell me that they are very happy.*

Access Plan

	Curriculum	Success Criteria	Environment	Success Criteria	Information for pupils	Success Criteria
Long term targets	To train a specialist AMBDA qualified teacher on staff to diagnosis dyslexia, prepare programmes of intervention and offer staff training.	All teaching and support staff in school will be gain further knowledge and skills in teaching pupils with SpLDs. Pupils with SpLDs will make accelerated progress.	To develop the foundation stage and key stage 1 areas as more communication friendly and ASD friendly spaces.	All pupils will successfully access all learning areas in key stage 1 and early years.	To further develop the online learning platform.	All pupils will be able to access learning successfully at all times.
Medium term targets	For the inclusion manager to complete the specialist dyslexia teacher training and register as AMBDA qualified. The inclusion manager to train	Pupils with SpLDs who require specialist teaching will make accelerated progress.	Re-design foundation stage and key stage one with consideration of pupils with significant social communication difficulties.	All pupils will successfully access all learning areas in key stage 1 and early years.	To establish an online learning platform for all pupils to access.	All pupils will be able to access learning successfully at all times.

	other members of staff in the understanding of SpLDs.					
Short term targets	<p>For the inclusion manager to complete modules 2 and 3 of the specialist teacher for dyslexia qualification with Edgehill University.</p> <p>Carry out a curriculum evaluation at the end of the academic year to and plan for adjustments.</p> <p>Engage with the Inclusion Quality March Centre of Excellence re-evaluation in May 2015.</p>	<p>There will be a qualified dyslexia teacher on staff.</p> <p>Staff will be able to identify areas of development for accessibility through the curriculum and be able to make any necessary changes.</p> <p>The school will remain an Inclusion centre of excellence.</p>	<p>Begin an audit of the foundation stage and KS1 environment.</p> <p>Carry out lesson study with the inclusion manager, deputy head and foundation stage manager in order to identify areas of development.</p> <p>Plan for pupil premium spending for pupils with communication difficulties.</p>	<p>Staff will be able to plan developments for the foundation stage and KS1 to improve access for pupils with social communication difficulties.</p> <p>There will be a plan for pupil premium spending in place to justify purchases.</p>	<p>Ensure access to current online provision through Bug club, mathletics and reading cloud programmes.</p> <p>Purchase I pads for improved access to online learning.</p>	<p>All pupils will access online learning programmes which support the curriculum.</p>