



Willow Fields Primary School – School Accessibility Plan 2017 – 2020

Willow Fields Primary School works toward having a welcoming and happy environment in which pupils thrive and want to do their best. We want all children to enjoy school and to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Willow Fields Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, governors and parents/carers	a) to create access plans for individual disabled children as part of the IEP process.	As required	SENCO / classteacher	IEP’s are in place for disabled pupils, and all staff are aware of pupils’ needs.
	Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing process	Headteacher	Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school.
Ensure the school staff & governors are aware of access issues	Ensure staff and governors can access relevant areas of school.	Complete Autumn term 2017	Headteacher	All staff & governors are confident that their needs are met.



<p>Ensure everyone has access to reception area</p>	<p>Ensure that nothing is preventing wheelchair access</p> <p>Check the outer door is wide enough for a wheelchair</p>	<p>Daily check to ensure the area in clear of obstructions Autumn term 2017</p> <p>Autumn Term 2017</p>	<p>Site Supervisor / Finance and committee/ HT</p> <p>Site Supervisor</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Wheelchair users can access reception unaided.</p>
<p>Maintain safe access for visually impaired people</p>	<p>Check exterior lighting is working on a regular basis Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child</p>	<p>Ongoing checks</p>	<p>Site Supervisor / Finance and Premises Committee</p> <p>SENCO/Site Supervisor</p>	<p>Visually impaired people feel safe in school grounds.</p>
<p>Ensure all disabled people can be safely evacuated</p>	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the needs of disabled pupils</p>	<p>Spring term 2017</p> <p>Autumn Term 2017</p>	<p>SENCO</p> <p>Headteacher to remind staff</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily</p>



Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from appropriate expert if this becomes necessary	As required	Headteacher	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school



Access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Set up a system of IAPs for disabled children when appropriate. Share information with all agencies involved with each child	In place December 2017	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	Class teacher / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Spring term 2018	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's will have a T.A. in attendance
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Spring term 2018	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	SENCO / After School Club coordinator	Disabled children feel able to participate equally in out of school activities.



Use ICT software to support learning	Review needs of learners to consider whether any new software or APPs are required to support access to curriculum	As required	ICT Co-ordinator	Wider use of SEN resources/pupil IEP targets met
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Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages	Plans for a “welcome” sign in reception – need to decide which languages to use.	Spring term 2018	Headteacher / SENCO	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages	Annually	SENCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included.
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in “simple” English School office will support and help parents to access information and complete school forms	On-going Current	School Business Manager	All parents receive information in a form that they can access All parents understand what the headlines of the school information are
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	As required	School Business Manager	All pupils receive information in a form that they can access