

Introduction

WILLIAM MORRIS PRIMARY SCHOOL ACCESSIBILITY PLAN – 2019 -2020

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 (EA).

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by William Morris Primary School (WMPS)

Definition (Equality Act 2010)

“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” Physical or mental impairment includes sensory impairments and also hidden impairments. ‘Substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The EA 2010 definition is broad and includes children with a wide range of impairments. Currently at William Morris Primary School (July 2019) that range includes pupils with hearing impairments, visual impairments, speech difficulties, Autism, as well as medical and physical needs, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

Some pupils are therefore included in the definition.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

The Accessibility Plan will be reported upon annually at a Full Meeting of the School Governing Body in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.

This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives and should be viewed alongside other WMPS policies such as Health and Safety Policy, Emergency Evacuation Procedures, Special Educational Needs Policy and Admissions Policy. The Policy will also be published on the school website.

We are committed to providing an environment that enables full access to the curriculum, facilities and information that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school and nursery.

William Morris Primary School Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant actions to enable all stakeholders to access the curriculum, the physical environment, and information.

Curriculum:

Ensure access to the curriculum for pupils with a disability, ensuring that pupils with a disability are as equally prepared for life as are our pupils who do not have a disability; 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

Process for identifying barriers:

- Monitoring of class teaching, learning support and impact on progress
- Individual pupil provision reviews (SENCO)
- Feedback and input from parents and external agencies
- Governor visits

Summary of progress to date:

- Extra time/help given for class activities
- Use of one-to-one help in some cases
- The use of differentiated curriculum timetables for pupils with an identified need
- The school makes adjustments to the school day and curriculum for certain pupils
- External agencies are engaged to support social, emotional and communication needs, (e.g SALT)

Curriculum Objectives for improvement July 2019 – June 2020 [as appropriate to need]

- Monitor the performance of groups of pupils including those with disabilities to ensure that they make appropriate progress.
- Monitor the attendance of groups of pupils including those with disabilities.
- Ensure the needs and views of pupils with disabilities are represented on the school council
- Ensure that all staff are aware of current practice (including support staff) to ensure the needs of all pupils are met effectively.
- Develop pupil understanding of issues faced with disabilities.
- Ensure this disability / accessibility access plan is reviewed annually.
- Liaise with SENCO to audit staff training and provision of auxiliary aids.

Physical Access

Audit of Site:

Stage 1 Occupation

Hall, Offices, Library, Nursery, Early Years and Year 1

- Access from the surrounding environment to the school grounds is all on a level surface.
- There are two marked disabled parking spaces adjacent to the main entrance and two marked

disabled bays adjacent to the Early Years entrance.

- All entrance doors are DDA compliant and no ramps or steps need to be negotiated.
- The main entrance door operates with a presence detector for access.
- An accessible WC is adjacent to the entrance foyer which serves the stage 1 occupation area
- All of the classrooms and support rooms have level and wide enough access for wheelchairs.
- Level access is maintained throughout the building with each teaching area having level and wide enough access to the playground areas

Playgrounds

The playground areas are accessible through gates and classroom doors all with wide, level access.

Playing field

The playing field is accessed from the school playground, all with level access.

Process for identifying barriers

- Monitoring of site accessibility by Headteacher, Estates Manager and SENCO
- Feedback and input from parents and external agencies
- Governor visits

Summary of progress to date

At present (July 2019) access to school areas are compatible to the needs of the pupils requiring help and support

Objectives for improvement 2019 – 2020

- Review and adapt this plan as pupil numbers increase, pupil flow is monitored and for changes in the needs of pupils as the school grows
- Review the school site annually using the Equality Act 2010 framework.
- To address any concerns arising from the annual site inspection.
- To provide training for staff in relation to school specific needs e.g. Disability support training
- Currently access can be made to any area of the school and nursery by any of the pupils with special needs.

This plan will need to be reviewed when occupation of stage 2 occurs November/December 2019.

Communication (including written information)

WMPS will use a wide range of written information to students, staff, parents and visitors with Disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe

Process for identifying barriers:

- Home visits and visits to school to establish level of communication needs
- Consultation with parents

