

West Twyford Primary Accessibility Plan



This policy will be reviewed annually.

Reviewed: Kay Collum, Inclusion Manager and Julia Croyden, SENCo

Last reviewed:

Next review date: Spring 2021 or sooner as circumstances change.

Introduction

At West Twyford we are committed to providing a fully accessible environment, which values pupils, parents, staff and visitors regardless of their educational, physical, sensory, social, emotional, spiritual and cultural needs. We are committed to developing understanding and tolerance of disabilities within an inclusive environment.

The accessibility plan addresses three key areas of access: **curriculum** access for pupils, **written information** and the **physical environment** for pupils, parents, staff and visitors.

The accessibility plan should be read in conjunction with the following policies:

- Health and safety
- Special Educational Needs
- Equalities policy and plan
- School Improvement Plan

Complaints procedures

If anyone has any concerns about accessibility experienced by themselves or a family member they should in the first instance contact a member of the senior leadership team, following this the governors. (See West Twyford's complaints procedure)

Monitoring Impact

The Governing Body will monitor the effectiveness and success of the Accessibility Plan, which is available to parents via the website.

Abbreviations

HI = Hearing impairment

VI = Visual impairment

PD = Physical disability

DDA = Disability Discrimination Act

SEN = Special Education Need (SENCo = Special Education Need Co-ordinator)

OT = Occupational Therapy

Target	Strategy/actions	Outcomes	Timeframe	Personnel	Costs	Impact
<i>Physical Environment</i>						
School accessible to pupils, staff, parents and visitors with VI.	Lines painted on steps. Different coloured walls, floor, ceiling compared to furniture including in bathrooms. Clutter free walkways and access routes. Clear signs	All users with VI are able to access the school and its parts.	ongoing	Builders, governors, senior leaders, site manager, staff ...	unknown	New school building built in 2015. Fully compliant with DDA requirements creating full access for all users.
School accessible to pupils, staff, parents and visitors with HI.	Quiet working environment. Seating position conducive to hearing. Fire alarm system has flashing light	All users with HI are able to access the school and its parts.	ongoing	Staff, builders for new site	unknown	
School accessible to pupils, staff, parents and visitors with Physical disabilities.	Wheelchair access via lifts. Step-free access around the building and site. Clutter free walkways and access routes. Doorway widths and corridors conform to DDA requirements. Clear fire procedures	All users with physical disabilities are able to access the school and its parts.	ongoing	EFA, builders, governors, senior leaders, site manager, staff ...	unknown	New school has lift to access all floors. Disabled toilets on all floors creating full access. Parent meeting room (hall) at front of school with accessible toilet nearby.
Pupils who have toileting needs can be adequately catered for.	Space for changing Disposal system Gloves/aprons Staff trained Provision of supplies from parents	Pupils who have toileting needs are able to attend and fully participate in school.	ongoing	Staff, parents	unknown	Large disabled toilet on ground floor used for changing nappies. Disposal and collection service. Trained staff. Care plans drawn up for individual children. Parents supply other materials required. As a result pupils with disabilities are well-cared for.
School accessible to pupils with social communication/ sensory needs.	Quiet working environment. Work station/ seating position conducive to work. Clutter free environment. Time out space.	All users with social communication needs are able to access the school and its parts.	ongoing	Staff, builders for new site	unknown	Learning Zone room and SEN room available for children with SEMH. School is calmer for pupils with social/ communication

	Visual timetable. Now/next board.					needs as walls are plainer and there is less clutter. Small spaces e.g. group rooms for sessions available for KS2 classes. No sensory room so more challenging to meet the needs of children with complex sensory needs.
School accessible to pupils with speech and language needs.	Quiet working environment. Active listening environment. Seating position conducive to work. Visual timetable/ prompts. Now/next board. Paired with a supportive buddy.	All users with speech and language needs are able to access the school and its parts.	ongoing	Staff, builders for new site	unknown	New school has provided additional group room spaces and a therapy room. Visual timetable, now/next boards. Still developing whole school visual support systems.

Curriculum

Have access to reading material, which is accessible to pupils.	Order specific resources for pupils with VI, with specific requirements in colours, font... Use of colour filters and reading rulers to support pupils with word level difficulties in reducing glare and making reading easier.	Pupils with VI can read books at a suitable level and access class texts. Pupils with word level difficulties have reduced glare and find words easier to follow when reading.	Regular ordering if necessary Annual ordering colour filters/ reading rulers	Teacher/SENCo SENCo	£100 - £200 pa £50 pa	The pupils with VI currently have assistive technology in class to support their learning. Use of colour filters for some pupils benefits them reading information and books.
Pupils with disabilities or difficulties (OT) can participate in PE.	Provision of PE equipment to support pupils e.g. use of different bats, balls, adult support. Lessons structured with breaks to support pupils who need sensory/ behaviour breaks.	Pupils with VI/physical needs can join in PE lessons. Pupils with sensory needs access some of lesson sometimes with support.	As required. TA support timetabled where possible.	Sports leader Inclusion Manger	As needed TA costs if required	Resources are sought and suitable for pupils with PD/VI balls bought resulting in accessible PE lessons. Special evacuation chair purchased to ensure safe exit from the building in emergency.

Pupils able to understand and follow lessons at their level.	Vocabulary pretaught in SLT groups, displayed and explained to support understanding. Work scaffolded and structures with key ideas/ prompts. Task broken down into small manageable chunks, using tasks boards where necessary. CPD opportunities	Pupils with variety of needs are able to access content of lesson and achieve at their level. (SLCN, ASD, MLD/SLD...)	ongoing	Class teacher, supported by SENCo, TA, SLT, EP...	Outside agency support costs	TAs work with children and provide pre teaching and support enabling children to access the lessons more easily. Practice some core skills. Recent training on colourful semantics and word aware strategies, which now need to be developed throughout the physical environment and curriculum.
Pupils develop independence with learning	Use of task boards to break down tasks (now/next, first, next then...) Practical/ visual aids to support. Initial; modelling and support with explanation of the task, refocusing. Active listening Consider peer support CPD opportunities	Pupils develop some independence and take responsibility for their learning	ongoing	Class teacher, supported by SENCo, TA, Speech and Language, Educational Psychologist	Outside agency support costs	Pupils are calmer and respond well to transitions and changes to the timetable as a result of the visual timetables, and task boards.
Pupil with disabilities and/or SEN (or other pupil groups) take part in wider curriculum.	Specific activities set up for children to participate in (pupils with disabilities/SEN – Sport for All...) Pupils from all groups are represented in clubs eg sports, music, drama...	All pupil groups take part in wider curriculum.	ongoing	Club leaders, wider curriculum monitored (EA)	Use sports premium, other funding, variable	SEN represented in sports tournaments (football, athletics, dodgeball)
<u>Written information</u>						
Pupils are able to effectively record their work.	Use of coloured books for recording of work, coloured paper, coloured whiteboards, IWB (C-touch) backgrounds and colours appropriate	Pupils with VI, word level difficulties or other needs can record work effectively.	When required or beneficial	KS leaders, SENCo	£200 pa min.	Pupils are able to effectively record their work.
Pupils with disabilities or difficulties (OT) can	Use of laptops, learn pads, voice recorder and writer software, touch typing	Pupils with physical disabilities/needs can record work effectively.	ongoing	Class teacher, ICT leader, SENCo	Unknown costs of technology	Access to laptops, talking tiles, whiteboards, planning formats has enabled pupils

record work effectively.	programmes and development of skills					with disabilities to record their work more easily. Look at use of recorder and write software.
Written information in school available in different formats so they are accessible to different groups.	Use of paper copy, website, email, text to communicate with parents/ staff, visitors according to requirements. Use of different languages and support to explain information to parents.	Parents and visitors are able to access written information provided by school.	ongoing	All staff	time	Range of communication devices and strategies used to send information, including coffee mornings, text, email, letters, posters, website.

2021 - 2024 New Targets

PHYSICAL ENVIRONMENT

Target	Strategy/actions	Outcomes	Timeframe	Personnel	Costs	Impact
To ensure that the playground is accessible to all pupils	Clear line-markings Designated play areas for quiet space, sensory area, reading, active sports e.g. football.	All pupils can access the playground and play in a secure and safe environment.	September 2022	SLT, Governors	£1000	
To ensure that pupils can participate fully in playtimes through the choice of equipment available.	Provide a wide range of equipment for children. Top up regularly. Adults and older children to model how to play with new equipment	All pupils enjoy playtimes and have a positive experience of this social time. Pupils can find activities that keep them interested, engaged and occupied.	ongoing	School Council, SLT, Governors	£1000 per year	

CURRICULUM

Target	Strategy/actions	Outcomes	Timeframe	Personnel	Costs	Impact
Pupils able to understand and follow lessons at their level.	Vocabulary pre-taught in SLT groups, displayed and explained to support understanding. Work scaffolded and structures with key ideas/ prompts using colourful semantics. Task broken down into small manageable chunks,	Pupils with variety of needs can access content of lesson and achieve at their level. (SLCN, ASD, MLD/SLD...)	ongoing	Class teacher, supported by SENCo, TA, SLT, EP...	Outside agency support costs	

	using tasks boards where necessary. CPD opportunities Colourful semantics, word aware, zones of regulation					
Pupil with disabilities and/or SEN (or other pupil groups) take part in wider curriculum.	Specific activities set up for children to participate in (pupils with disabilities/SEN – Sport for All...) Pupils from all groups are represented in clubs eg sports, music, drama...	All pupil groups take part in wider curriculum.	ongoing	Club leaders, wider curriculum monitored	Use sports premium, other funding, variable	
WRITTEN INFORMATION						
Target	Strategy/actions	Outcomes	Timeframe	Personnel	Costs	Impact
Pupils are able to effectively record their work.	Use of colourful semantics and other visuals to support sentence development.	Pupils with SLCN, word level difficulties or other needs can record work effectively.	When required or beneficial	TAs, class teachers, KS leaders, SENCo	Unknown – making and producing resources.	