

West Twyford Primary Accessibility Plan



This policy will be reviewed annually.

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Last reviewed: Summer 2024

Next review date: Spring 2027 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	Health and safety governor, senior leaders, site manager, staff	ongoing	Building 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	Health and safety governor, Staff,	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	Health and safety governor, senior leaders, site manager, staff ...	unknown	Lift to access all floors. Disabled toilets on all floors creating full access. Hall at front of school with accessible toilet nearby. Step free access to Hall and school building.
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	Nappy changing facilities in Nursert toilets. Nappy disposal and collection service in place. Trained staff. Care plans drawn up for individual children. Parents supply other materials required. 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 available.	All users with social communication needs are able to access the school and its parts.	ongoing	Staff,	unknown	Rowan room and Banyan room available for children with SEMH. School is calmer for pupils with social/ communication needs. Small spaces e.g.

	Visual timetable/ now/next board as required by individuals.					group rooms for sessions available for KS2 classes. Rowan room available for children with more 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 for identified individuals.	All users with speech and language needs are able to access the school and its parts.	ongoing	Staff	unknown	School has provided additional group room spaces. Visual timetable, now/next boards in place for identified individuals.
<u>Curriculum</u>						
Reading material, which is accessible to pupils.	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 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/SENDCo SENDCo	£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 engage with and follow lessons at their level.	Differentiation of learning objectives and activities as required. Vocabulary pretaught in groups, displayed and	Pupils with needs are able to access content of lesson and achieve at their level. (SLCN, ASD, MLD/SLD...)	ongoing	Class teacher, supported by SENDCo, 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. CPD on colourful

	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 for staff					semantics and word aware strategies
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 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 SEND engage in the wider curriculum.	Specific activities set up for children to participate in (pupils with disabilities/SEND – 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	SEND represented in sports tournaments (football, athletics, dodgeball) Specific accessible sports activities
<u>Written information</u>						
Pupils are able to effectively record their work.	Range of recording opportunities including written, use of ICT and recording devices	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 record work effectively.	Use of laptops, learn pads, voice recorder and writer software, touch typing programmes and development of skills	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 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.