

WEST CORNFORTH PRIMARY SCHOOL

Accessibility Plan 2015-2016

At West Cornforth Primary School we want all children to enjoy school, to be challenged to achieve and to consider their time at the school as their own 'learning adventure'. 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 the Plan:

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

Plans for accessibility improvement are developed through our school evaluation and developmental planning process. Our action planning for improvement addresses the following:

- Physical facilities
- The school curriculum
- Support services
- Awareness
- Communication of information

Definition of disability under the Equality Act 2010:

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal activities.

What 'substantial' and 'long-term' mean:

- *'Substantial' is more than minor or trivial – eg: it takes much longer than it usually would to complete a daily task like getting dressed*
- *'Long-term' means 12 months or more – eg: a breathing condition that develops as a result of a lung infection*

Physical

Process for Identifying Barriers:

We are extremely fortunate to have a new purpose built school that was completed in October 2014 via the Priority Schools Building Project. However, to ensure the building remains accessible for all, the Head teacher will monitor all risk assessments, service use and as part of the school evaluation process, feed back to the Governing body any modifications that may need to be made to ensure the building can be accessed and used by all.

Access of current provision:

The school was built with equality and accessibility at the forefront of the planners and architectural brief to meet all building standards:

- The building is all on one level with no stairs, kerbs or raised areas needed to access the building.
- There are no stairs within the building and all doors and corridors are wide enough for a wheelchair to pass through.
- The paths leading to the building from the main highway are of different widths with the central pathway being wide enough for two wheelchairs to pass comfortably.
- At the front of the building, near to the main entrance, we have disabled parking for two vehicles and a drop of zone.
- All gates leading into the main school area through the fencing are double gates and the entrance door is automated.
- There is a loop system in the main hall/dining room.
- Each room is sound proofed to enable listening and prevent distractions from other areas.
- There is a well-resourced sensory room to stimulate young children or pupils.
- The building has four accessible toilets and a fully fitted Hygiene Room with emergency lighting and buzzer system.
- There are different height tables situated around the building to accommodate need within the school, which can be moved to any area.
- Within the Food Room, in addition to the main oven and hob, there are moveable ovens that can be placed on tables to allow accessibility for all.
- There is flexibility and versatility in all classrooms to accommodate any pupils with physical needs. All tables and chairs can be moved and computers can be lowered.
- The school is served by a Maru wireless system enabling internet access at any point in the building.
- The school have a number of portable devices such as Alpha Smarts, iPads and laptops for pupils use.

Objectives for Improvement in Access to the Physical Environment 2015-2016

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To consider the needs of all children in the developmental and planning stages of landscaping the exterior grounds of the school.	To consult with planners and contractors as to the positioning of outdoor equipment such as summerhouses, climbing frames, storage sheds, gardens and planters.	September 2015 to July 2016	Headteacher (HT) and Governors	All pupils regardless of ability can access the play equipment and storage sheds. All children feel safe playing in the grounds of the school.

The School Curriculum

Process for Identifying Barriers:

Teachers planning is moderated and monitored to ensure specific learning needs are accommodate and individual children's needs are identified.

Current Curriculum Provision:

Within teacher's medium and short term planning, named pupils work on programmes aimed at improving their co-ordination, motor skills, speech and language, integration into group situation and socialisation skills. Delivery is conducive and adapted to meet all learner's needs.

All children are given equal access to a wide range of extra-curricular activities, visits, visitors and themed weeks which address specific subject learning opportunities such as: Arts week, Sports week and Science week.

The school constantly engages in additional staff training to ensure members of staff are first aid trained at different levels such as Paediatric First Aid, First Aid in the Work Place or Trained First Aider. Staff are given the knowledge and skills so that they feel proficient, skilled and knowledgeable to meet the needs of all pupils with a disability or allergy such as diabetes, intolerance, autism, ADHD or visually impaired.

To ensure the curriculum is accessible for all, the school use Alpha Smarts, visual timetables, wobble boards, pencil grips, motor programs, movement programs, speech and language programs and offer a number of therapy programs as a means of support for identified pupils.

A number of staff are trained in Draw and Talk, Story Writing Therapy, Zippy, Tatty Bumpkin, Getting Along and Behaviour management programmes. The school also employ a Counsellor half a day a week to work with pupils. The 2 and 3-year-old Nursery children have access to the Sensory Room to stimulate their senses in a calming and tranquil environment. The school have eight members of staff trained in Team-Teach, which is a de-escalation, handling and restraint training. Staff attend refresher courses bi-annually to ensure they are up-to-date with changes to holds and legislation. All staff receive Level 1 safeguarding training, the DHT, AHT and HT have level 2 qualifications and the HT has attended numerous level 3 training sessions.

All elements of Social, Moral, Spiritual and Cultural education including addressing British values and safeguarding concerns such as E-safety are permeated across subject and evident in class display books and the sharing of pupils work through display. All pupils identified with a learning need, in each class, have access to intervention programs as part of their daily teaching program.

Objectives for Improvement of Access to The School Curriculum 2015-2016:

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To ensure all staff are confident and	SENCO to liaise with staff and up-skill them with	September 2015 Reviewed on a termly basis	SENCO HT	Good Progress is made by all children regardless of need.

knowledgeable of their pupils needs at the start of the new term.	information regards Quality First Teaching and intervention strategies that may support the individual pupils.			
To keep up-to-date on all safeguarding training	Audit training needs of all staff. During the induction of new staff to the school they are informed of the designated officer for the school and how to record incidents and who to report information to.	September 2015	Office Manager SENCO HT	The pupils are kept safe at all times and staff are aware of the reporting procedures in place.

Support Services

Process for Identifying Barriers:

Information is shared amongst multi-agency professionals working in the West Cornforth Area including the Voluntary Sector. Information is sought from the previous school for all pupils admitted to the school at the beginning or through the academic year. The SENCO, HT or class teachers attend all transfer-in meetings, or multi-agency meetings to identify need.

Support Plans and pupil files are regularly updated after discussions with multi-agencies and professionals.

Current Support Services:

The school work very closely with statutory and voluntary agencies within the village of West Cornforth and other multi-agencies within the local authority to ensure a catalogue of evidence and advice is available to support and meet the needs of children. This information or chronology is updated regularly after meetings or discussions concerning the child. The school use the services of all the professional teams working within the local authority including health colleagues such as CAHMS, SALT, Health Visitors, Family Workers, Domestic Violence workers, One Point teams and Social Workers. The school also

buy into the services of the English as an Additional Language (EAL), Gypsy, Roma Traveller (GRT) team, Behaviour Intervention Team (BIT), Educational Psychology Service and Counselling Service.

Objectives for Improvement of Access to Support Services 2015-2016:

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To continue up-skilling members of staff to have a working knowledge of multi-agency support available for all pupils.	To audit current skills of all staff in relation to support services they can offer pupils;	September 2015 and on-going.	SENCO All Teaching Staff HT	The needs of each child are known and teachers feel confident in dealing with any situation that may arise proficiently. All policies and guidelines are available for reference and up loaded on to the website for access.
	Ensure all staff have Team Teach training and attend refresher courses;			
	Ensure all staff receive Safeguarding training and know the referral process in school;			
	Ensure all staff are completing the short notes and informing the SENCO of areas of need for each child.			
	To audit all policies and guidelines in relation to SEND, Safeguarding, Accessibility and Equality.			

Awareness

Process for Identifying Barriers

All stakeholders have the opportunity to partake in an evaluation session at the end of an academic year to identify the schools strengths and areas for development. On a termly basis the HT reports to the Governing Body on the school provision, curriculum design and staffing professional development to ensure there is a culture of understanding relating to Equality.

Current forms for ensuring Awareness: Within the curriculum, time is set aside to address aspects of Equality and explore pupils understanding and values through small group discussion, P4C sessions, the Rights Respecting Schools [RRS] award and activities and questions around aspects of learning.

Objectives for Improvement of Access through Raising Awareness 2015-2016:

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To address different aspects of disability through assembly themes and class discussions.	To hold regular assemblies relating to the RRS agenda, SEAL or areas of intolerance that are experienced in school.	September 2015 Ongoing	RRS co-ordinator DHT HT	There is an ethos of caring and tolerance of others emanated around the school.

Communication

Process for Identifying Barriers:

The Governing Body and HT audit the methods in which to communicate with parents, carers, teachers and pupils to ensure all methods of communication and getting information distributed is effective.

Current Forms of communication used:

The school presently uses a number of methods to communicate with stakeholders and keep people up-to-date with life in school and their children's learning, such as termly parents evenings weekly newsletters, notice boards outside the main entrance and FSU doors, personal invites, text messaging, dojo point parent/teacher link, Facebook and school website. Parents also have daily and weekly access to their child's reading diary and Learning Log to correspond with teachers on matters arising. Teachers are always available at the start and close of the school day at the exit gates when they see their pupils out of school.

Objectives for Improvement of Access through Communication 2015-2016:

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To promote an awareness of support networks for families through all school communication channels.	To increase information sharing, continue to arrange parent support groups and parent learning sessions; Engage with Foundation of Light to offer courses for parents and children to work together.	September 2015 Ongoing	DHT HT Cornforth Partnership Sure Start – Tudhoe Moor	Parents are attending courses and becoming fully involved and knowledgeable about their children's learning.
For all teachers to be kept up-to-date as to the categories their pupils fall within, such as SEND [Special Educational Needs or Disability] PP [Pupil Premium] , CLA [Children Looked After], FSM [in receipt of Free School Meals], EAL [English as an Additional Language] or GRT [Gypsy, Roma, Traveller]	To prepare class information sheets, which highlight the group or groups a child may fall within.	September 2015	Admin Manager SENCO HT	All data analysed shows pupil progression and indicates the attainment levels and expectations nationally for specific pupil groups.