



Waddingham Primary **Accessibility Policy**

This policy was reviewed and received the full agreement of the Governing Board at their meeting in May 2024 and will be reviewed every three years.

Signed Chair of Governors:

Date May 24

Signed Head Teacher:

Date May 24

In drawing up the Access Plan the following were consulted:

- Full Governing Board/SEN governor
- Staff/SENCO/Head Teacher
- Pupils/school council
- Others/LEA

Date of Access Plan: 2024

Linked policy documents and information sections in school prospectus and staff handbook (curriculum/T&L/Assessment/Admissions/SEN/Inclusion/Equal Opportunities/Behaviour/PSHE and Citizenship)

Introduction

At Waddingham Primary School, it is our aim to ensure that all children enjoy school and are challenged to achieve their very best in an accessible, safe and secure environment regardless of need or disability. We are committed to giving all of our children every opportunity to achieve the highest possible standards and levels of progress. We do this by taking account of pupils' varied life experiences and individual needs. We offer a broad and balanced curriculum and have high expectations for all children. All stakeholders at Waddingham Primary School value the achievements, attitudes and well-being of all children in our care.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

The Purpose and Direction of the School's Plan: Vision and Values

At Waddingham Primary School, 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. Waddingham Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

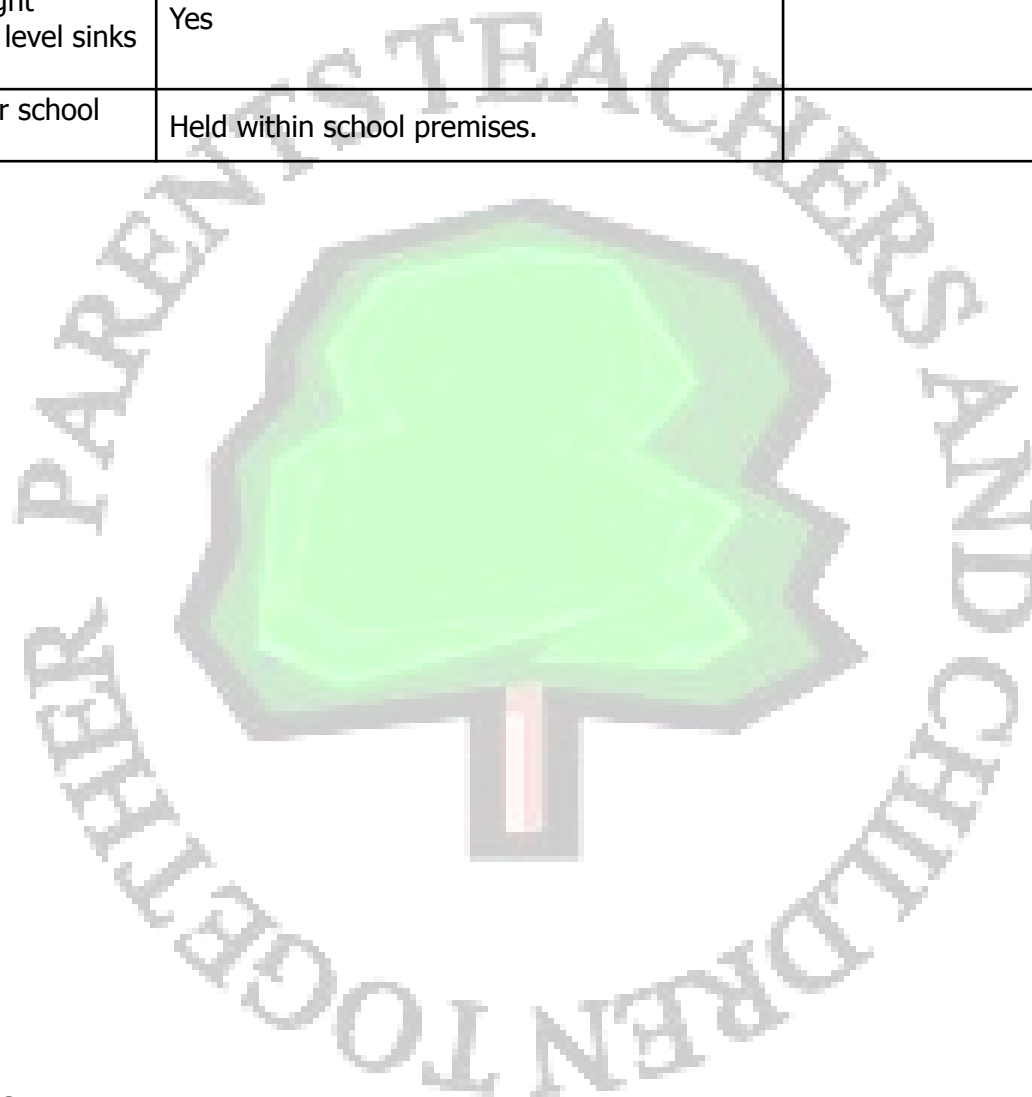
This plan shows how Waddingham Primary School intends, over time, to ensure that our school and the curriculum are accessible for all pupils, staff, parents/carers and visitors.

Identifying Barriers to Access

Appendix A – Physical Access

Statement	Evidence	Action Required
The layout of areas allows access for all pupils.		
Academic areas: e.g., classrooms, library.	Non-slip floors.	Access via external ramp can be made when required.
Sporting Areas: e.g., gym, outdoor sporting facilities.	Hall includes gym equipment. Field.	Other provision sourced. Swimming.
Social areas: e.g., dining hall, reception	Moveable furniture used.	Access via external ramp can be made when required.
Play areas: e.g., playground, wet play area	Non-slip floors. Safety surface around play equipment.	
Ensure emergency vehicle access to the site via staff car park and gates.	Gates wide enough for ambulance access.	
Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps	Slope to automatic main entrance door	Access via external ramp can be made when required.
Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed.	No There is a ground floor toilet that can accommodate a wheelchair user.	Would need to look into suitable provision if required.
Pathways around school are safe and well signed. Parking arrangements are logical and safe	Parking is restricted to the highway outside the school or the car park at the Village Hall.	
Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory	No Alarms are all auditory Fire drills are carried out regularly.	
Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy	Walls, doorframes and doors are in contrasting colours to aid visual discrimination.	
All areas are well lit	Lighting is good throughout the school	

Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	All classrooms are separate. Noise between areas is kept as low as possible.	
Furniture and equipment selected, adjusted and located appropriately, e.g., height adjustable tables are available, low level sinks etc	Yes	
Ensure that breakfast club and after school clubs are accessible for all pupils.	Held within school premises.	



Statement	Evidence	Action Required
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	Yes TA induction training Hearing impaired/dyslexia/autism/BOSS training Employment of specialist SEN support teacher	
Classrooms are optimally organised for disabled pupils	As far as possible	
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	Yes Teacher's planning	
All pupils are encouraged to take part in music, drama, and physical activities	Yes All after school clubs, sports etc are open to all pupils	
Staff recognise and plan for the additional time and effort needed by some disabled pupils, e.g., lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	Yes Teacher's planning	
All staff plan for additional time required by some disabled pupils to use equipment	Yes Teacher's planning	
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport	Yes, where appropriate	
ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils	Headphones	Purchase Clicker 8 software Ensure we have Text reading software and games
School visits, including residentials, are accessible to all pupils, regardless of attainment or impairment	Yes, through planning advance visits, risk assessments, evaluation. All completed as part of the EVOLVE process.	
All staff have high expectations for all pupils	Yes	

All staff strive to remove barriers to learning and participation	Yes	
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Appendix C – Access to Information

Statement	Evidence	Action
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a hearing impaired learner.	Yes Teacher's plans and classroom observations	
All written communication follow an agreed house style using an appropriate font and size, e.g., Arial/Comic Sans Serif size 12 or larger on buff paper	Yes Comic sans	Need to use buff paper
The school liaises with LEA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Yes, where appropriate and necessary	
The school ensures that both in lessons and parent's meetings, information is presented in a user-friendly way, e.g., by reading aloud, using overhead projectors/PowerPoint presentations etc	Yes	

Improving the Physical Environment of Schools

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Maximise access of environment with low cost adaptations.	Environmental Audit ▪ clear pathways ▪ direct routes ▪ acoustics ▪ visual access	Good practice in accommodating needs of pupils with physical disabilities, hearing impairment, visual impairment		Accessible environment, increased pupil autonomy
		Make low-key adjustments to maximise physical access, improve acoustics and maximise visual clues – consult SEN team.			
	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairment	Seek advice from SEN Teacher on appropriate colour schemes/blinds	Increased access for visually impaired pupils to some classrooms/areas of school		Increase pupil autonomy/physical access of the school
	Carpet classroom areas, fit blinds where possible, to improve acoustics for HI pupils	Seek advice from SEN Teacher	Increased access for pupils with hearing impairment in some areas of school		Increased physical access of the school

Improving the Physical Environment of Schools *continued*

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Long Term	School plans to improve access to designated areas over successive financial years. School decides which of its entrances and exits have priority, and plans to fit ramps and handrails from delegated budget.	Planned use of minor delegated resources and discuss with the LEA using schools Access Initiative Funding in line with LEA Accessibility Strategy	Access to mobile classroom and main entrance have disability access	When necessary	Physical accessibility of school increased
	To review regularly and at least annually as part of the SDP, all areas of the school in order to ensure there are no physical barriers to access for pupils with a range of disabilities. Continue implementation of plan.	To track progress against original audit information. To update the LEA annually on progress and works carried out	Full physical access to the school and curriculum Regular review of premises Access plan progress reported as part of Governors Annual Report to Parents	When necessary	Physical accessibility of school increased

Increase the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Raised awareness of the curriculum needs of pupils with Autistic spectrum disorder Language and communication disorders Severe learning difficulties Physical disability Visual impairment Hearing impairment For whole staff.	Programme of INSET at whole school staff meetings. SEN Teacher Physiotherapist Outsourced courses for relevant staff re hearing impaired and Autism	Overview of the needs of particular groups of pupils for all teaching staff	When needed	Increased access to the curriculum for all groups
Medium Term	Clarification of support role of school staff in meeting needs of pupils with Speech and Language Difficulties	Work with SEN Teacher and SALT to agree role of school staff in supporting individual children	Appropriate support for pupils with speech and language difficulties from school resources.	Term Academic year	Increased access to the curriculum through specialised support for pupils with speech and language difficulties
	Training for teachers on differentiation by teaching and learning styles – Assessment for Learning	Audit skills and competencies of teaching staff, identify teachers to benefit from training in differentiation by teaching and learning style.	Teachers enabled to apply appropriate teaching styles and provide opportunities to accommodate a range of learning opportunities.	Term Academic year	Increased access to national curriculum for all through assessment for learning

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Medium Term	Train identified personnel to administer medication	Consultation with partners in the Health Authority and SEN Teacher. Identify suitable personnel. Provide training where required	Clear agreed procedure for administering medication	Term Academic year	Access to whole school curriculum.
	Train personnel in moving and handling techniques	Identify staff to be trained as appropriate	Appropriately trained staff to move and handle pupils with physical disabilities	When necessary	Increased inclusion and access to curriculum
Long Term	Training for teacher(s), TA(s) in one of the following low incidence needs Hearing impairment Visual impairment Sensory impairment Autistic Spectrum Disorder Speech and Language Difficulties Specific Learning Difficulties	Application for an accredited training course through SEN Teacher. Provide whole staff training on appropriate areas	Teachers TA(s) with specialist training/qualifications	When necessary	Quality Specialist Support within school – Increased curriculum access.

Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Time frame	Goal Achieved
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Short Term	Availability of written material in alternative formats	SEN Teacher provides consultation to inform schools of services available in the LEA for converting written information into alternative formats	Ability of school to ensure availability of material in alternative formats as required	Term Year	Delivery of information to disabled pupils improved
Medium Term	School to be able to produce large print transcriptions	School staff use SEN Teacher to produce materials in large print	School to produce large print materials as required for students	Term Year	Delivery of information to disabled pupils improved.
Long Term	To maintain above practice and review on annual basis		Information available for parents/carers and pupils in a variety of formats	Term Year	