



Wincham Community Primary School

Accessibility Plan January 2022

**We provide an active and creative curriculum,
so that together we aim for our children to be:**



We **all** aim to be responsible local,
national and global citizens.

Statement of intent

This plan should be read in conjunction with the School Improvement Plan and outlines the proposals of the governing board of Wincham Community Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment. It is also renewed on a dynamic basis to take into account the needs of new pupils to the school and the changing circumstances of pupils who need temporary support.

The governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities

- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

How accessible is our school? (In all aspects, not just with regard to disability)

- Disabled parking bays in the car park
- Ramps to get in and out of school
- Hearing loop in the entrance
- Disabled toilet facilities in Reception with a hoist and changing table for intimate care
- The school has purchased any equipment necessary, as recommended by outside professionals, to enable pupils to access learning – for example using writing slopes, wedge cushions or stable seating
- We provide space for specific sensory needs as required. (such as a quiet room to work in away from the classroom).
- All school information is provided on the school website and can be translated into a range of languages
- Support offered to all pupils regardless of need once it is identified
- Temporary adaptations made as required short term issues eg injury requiring use of crutches
- Personal Emergency Evacuation Plans (PEEPs) written for children with additional needs once the need is identified. Temporary PEEPs in place for short term issues
- Individual risk assessments in place as necessary
- Whole school ethos of inclusion

Pupil voice from wheelchair user at school

“I can just ask for help.”

“Who would you ask?”

“Anyone, a teacher or a child.”

Accessibility Plan Review of previous targets

Target	Strategy	Outcome	Timeframe	Review
Curriculum Access				
Children who have additional needs and especially emotional/ social needs are inducted effectively and have support well matched to need in place.	<ul style="list-style-type: none"> • New interventions investigated. • Ongoing support from range of professionals including but not limited to Occupational Health, Hearing Impairment, Physiotherapy • SENDCO pro actively participates in induction of new pupils and follows this up. • Assessment of wellbeing/ social/ emotional needs is established, tracked and analysed through Emotional Literacy Support Assistant role 	Children will additional needs secure as much progress as their peers and secure at least age related attainment.	19-20	<p>Extensive range of ELSA support as appropriate including Lego Therapy and use of Next Steps cards, as well as Play Therapy and support from Family Support Worker.</p> <p>Range of external agencies supporting children beyond those listed.</p> <p>Feedback from Pupil Surveys show how much they value mental health support</p>

	<ul style="list-style-type: none">• Ongoing access to the curriculum as issues arise for existing pupils<ul style="list-style-type: none">○ swimming for y3○ outdoor/ adventurous residential visit for y6			in it's widest sense. Curriculum has been adapted following Covid to respond to MH needs
Information Access				
Ensure that hearing impaired users of the site can access information from wherever they need it	Investigate requirements for hearing loop in the Community Centre <i>if required</i> for hearing impaired pupils	Links with outside agencies are strong and add to our in house expertise.	19-20	Not required - regular liaison with hearing impairment service
Signposting information gathered to support teachers or families should the need arise.	Support available from https://en-gb.thebigword.com/ should it be necessary.		19-20	Not requested
Physical Development				
Assess KS2 learning environment to ensure it is fit for purpose for a wheelchair user	<ul style="list-style-type: none">• Change location of classrooms in KS2 to ensure that wheelchair use is possible• Access support from Occupational Health team about adaptation of the environment for a wheelchair user• Explore feasibility of a KS2 disabled toilet			Classrooms changed as appropriate, with furniture provided on OT recommendations for a wheelchair user.
Develop playground use to ensure inclusivity and equality of opportunity.	New play equipment to be fully wheelchair accessible			Pirate ship is wheelchair accessible Playground equipment (bats, balls etc) are all suitable for wheelchair user

The following items in the plan have been discussed at an appropriate level with children with disabilities to help them to feel included and involved, to make the most of their 'lived experience' and to understand what they see as the strengths of the school.

Curriculum Access

Target	Strategy	Outcome	Timeframe	Review
To further develop the	Revisit ASC strategies for Quality first Teaching with all	All ASC friendly strategies	21-22	

curriculum with Autism friendly strategies.	staff	incorporated into everyday teaching regardless of whether or not there is a child in the class with a diagnosis		
To continue to support children with dyslexia through early identification and targeted 1-1 support	TA time using Beat Dyslexia Use of external specialist to diagnose Adaptations to teaching material as necessary - coloured whiteboard slides etc		Ongoing	
Development of outdoor learning to support good mental health			21-22 22-23	
To further explore use of iPad to record ideas for children who have handwriting as a barrier.	Try using iPad and compare typing/ handwriting speed Amendments made to EHCs if necessary Purchase iPads as required	Improved ability to record ideas.	21-22	

Information Access

Target	Strategy	Outcome	Timeframe	Review
To ensure information is available to all	Ensure that there are means of sharing information regardless of the needs of the school community	A solution is in place for providing information in Braille if needed Google Translate Tools in Google Docs will translate any school documentation	21-22	

Physical Development

Target	Strategy	Outcome	Timeframe	Review
To ensure sufficient withdrawal spaces are available in	KS1 - clad the internal walls, repaint and new furniture for the room outside Squirrels classroom	An accessible space is available for all learners	21-22	

school for children who need a quiet space to work				
To make the front door more wheelchair accessible	Change/ widen doors	More room for wheelchair to get through easily.	ASAP	