



Accessibility Plan

INTRODUCTION:

Warren Road Primary School is an inclusive school in which the achievement and well-being of every child matters. We aim to promote tolerance and understanding of differences in a diverse community. Our children are encouraged to recognise and welcome individual differences because everyone is special. No child is discriminated against because of a learning need or disability. We value the abilities and achievements of all our children, and are committed to providing, for each child, the best possible environment for learning. We endeavour, where appropriate, to fully include all children, whilst meeting each child's individual needs.

PURPOSE OF PLAN:

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

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.

Areas of planning responsibilities

- **Increasing access for disabled pupils to the school curriculum** (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- **Improving access to the physical environment of schools** (this includes improvements to the physical environment of the school and physical aids to access education)
- **Improving the delivery of written information to disabled pupils** (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

Our School

Warren Road Primary School was built in 1939 and originally was a 3 form entry school which expanded to 4 form entry in September 2001. To support this expansion additional blocks were built to house EYFS and Year 6.

The school is a large building with each year group having its own defined area with a communal space in the middle (Year 1-4). Each area is joined by corridors and there are 3 large hall spaces. In addition, there is a separate swimming block, 4 playgrounds, a large field and nature area.

The main entrance to the school is through the Warren Road entrance although for pupils there are additional entrances in Cloonmore Avenue and Gleeson Drive. All entrances are wheelchair accessible.

There are 2 car parks accessed via Warren Road and Cloonmore Avenue. Both car parks have a disabled space.

The school is all on a single level. There are some areas which are accessed via stairs but there is always a ramp alternative. All parts of the school are accessible to those with disabilities either with a permanent structure or easily accessible temporary structure e.g. the school has a portable ramp to fit all doors.

There are 5 disabled toilets in the school, situated in the main areas meaning there is always one in close proximity despite the large site.

As a school we currently support children with the following list of needs and disabilities;

- Specific Learning Difficulties (SpLD)
- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorders (ASD)
- Social, Emotional and Mental Health difficulties (SEMH)
- Vision Impairment (VI)
- Hearing Impairment (HI)
- Physical Disabilities (PD)

Where children arrive with needs that we are not currently being met, transition meetings, consultations with specialists and risk assessments would enable us to assess and meet any needs for that pupil.

Increasing access for disabled pupils to the school curriculum

Current strengths - Improving teaching and learning lies at the heart of our school. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs with both mixed ability and ability groupings. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been encouraged to attend after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child's participation jeopardised the safety of others or the child themselves.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Offer CPD for multisensory teaching, differentiation and recording methods Monitor staff training needs Through performance management meetings Audit of need yearly	Ongoing and as required	SENCO, Senior leadership team	Raised staff confidence in strategies for differentiation as seen in yearly audit. Increased pupil participation seen in learning walks.
Ensure classroom support staff have specific training on disability issues	Staff access appropriate CPD Monitor staff training needs through performance management meetings TA training sessions 3x term.	As required Sept 2019- Staff to undergo a range of training opportunities in Year 19-20.	SENCO, Senior leadership team	Raised confidence of support staff Increased pupil participation seen in learning walks.
Ensure all staff are aware of curriculum access for disabled children	Provision mapping outlines additional needs for all pupils with disabilities- reviewed 3x year.	As required Sept 2019- in place, continuing to embed and evaluate impact.	SENCO	All staff aware of individual needs Provision maps on school system
Use ICT software to support learning	Allocate Chromebooks for alternative recording where needed Touch typing support given as targeted intervention	As required Sept 2019- touch typing support given. More universal access needed.	ICT Coordinator/TR SENCO	Children able to record and access learning using ICT
All educational visits to be accessible to all	Ensure each new venue is vetted for appropriateness Risk assessment completed with consideration given to all children and staff with disabilities.	As required Sept 2019- ongoing, need trip dates well in advance to facilitate thorough planning.	Educational Visits Officer SENCO Year group leader	All pupils able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all	Gather and share information on accessible PE and disability sports Review sports day to ensure all children are able to participate fully.	As required Sept 2019- more accessible events introduced. Need to evaluate.	PE Coordinator Increased pupil participation seen in learning walks.	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Current strengths - Warren Road Primary School is continuing to grow and develop. We are a four-form entry school spread across a very large site. We are currently planning to expand our school to include a purpose build Teacher Training Centre which will support the school's position as a Teaching School. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	1.To include resources and provision that increase access in the provision mapping process. 2.Be aware of staff, governors' and parents' access needs and meet as appropriate.	1.Ongoing 2.Induction and ongoing if required 3.When called for interview	SENCO Senior leadership team	1. Provision maps in place for all classes and all staff aware of pupils needs 2. All staff and governors feel

	3. Consider access needs during recruitment process	Sept 2019- All ongoing and in place.		confident their needs are met 3. Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign Changes made to classrooms to accommodate any specific needs in liaison with Physio and OT teams.	As required Sept 2019- All in place as needed.	Headteacher Governors Caretakers School Surveyor	Re-designed buildings are accessible and user-friendly for all
Explore improving disabled access to school field and nature area	Evaluate current provision. Explore options for creating flat spaces that link Year 6 block entrance area with the nature area.	Dec 2019. Sept 2019- Need further discussion on this.	Headteacher and leadership team Governors Caretakers	School to have a range of ideas in place by the end of the Dec 2019.
Explore improving disabled access to swimming pool area.	Evaluate current provision. Visit from Physio team and OT team to assist evaluation. Recommendations to be considered.	By Sept 2019. Sept 2019- All meetings held. Amendments made.	Headteacher and leadership team Governors Caretakers SENCO	Plan in place by Summer 2019 ready for make amendments for Sept 2019.
Improve signage and external access for visually impaired people	Yellow strip mark step edges repainted regularly. Signage checked on an annual basis.	On going Sept 2019- Check Oct 2019.	Caretakers	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	1.Put in place Personal Emergency Evacuation 2.Plan (PEEP) for all pupils with difficulties 3.Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept Sept 2019- Done.	SENCO	All disabled pupils and staff are safe in the event of a fire
Ensure accessibility of access to specialist IT equipment	1.Alternative equipment in place to ensure access 2.Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required	ICT Coordinator SENCO	Hardware and software available to meet the needs of children as appropriate
Ensure Soundfield Systems in classrooms to support hearing impaired	Seek support from LA hearing impaired teacher on the appropriate equipment	Ongoing Sept 2019- All sound fields checked by specialist. New sound field being places in Year 5 and EYFS.	LA Hearing Impairment Teacher SENCO	All children with a hearing impairment have access to a Soundfield system in their classroom
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going	LA Caretakers Headteacher	All disabled staff, pupils and visitors know the accessible fire escape routes
Access to all courses and support through WTSA is accessible to all.	Paperwork asks course attendees whether they require any special arrangements which would then be provided to	On-going Sept 2019- Added to WTSA forms- Summer 2019.	WTSA- Jo Martin/Jamie Thomas	All WTSA courses to be accessible to those with additional needs or disabilities.

	enable all to access courses.			
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Improving the delivery of written information to disabled pupils

Current strengths- Warren Road Primary School consider, when planning to make written information that is normally provided by the school to its pupils, accessible to disabled pupils. We take account pupils' disabilities and pupils' and parents' preferred formats and endeavour to make these available within a reasonable timeframe. We work with staff, parents and pupils in partnership to establish the current level of need and be able to respond to changes in the range of need. The school work with other agencies e.g. vision and hearing team and sources of such materials to be able to make the provision when required.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	1. Provide information and letters in clear print and "simple" English 2. School office will support and help parents to access information and complete school forms	On-going	School Office All staff	All parents receive information in a form that they can access
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Teachers TAs/ISAs	Children can access written information
Review accessibility of the school website to ensure information can be accessed with ease.	Yearly meeting with website lead teacher to ensure that all statutory and useful information can be found easily. More detailed review of SEN information in place- Spring term 2019.	Yearly Sept 2019- Set up meeting with Mr. Rolfe. Sept 2019- Website to change ASAP.	SENCO TR- website lead teacher	Parents can access all information on the website with ease.
Annual review information to be as accessible as possible	Develop review formats that allow the child's view to be gathered	Ongoing Sept 2019- Ongoing. Part of pupil voice focus.	SENCO	Children can contribute to meetings about their progress and access needs
Provide information in other languages for pupils or parents who may have difficulty with hearing or speak another language	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or parents/carers who may have difficulty with standard form of printed information	Widgit is used to support pupils with speech, listening and understanding needs.	As required	Office	All can access information about the school
Access to all courses and support through WTSA is accessible to all.	The delivery of materials to be altered if necessary to enable any consumer with additional needs or disability to access WTSA course e.g. large print handouts.	On-going	WTSA - Jo Martin/Jamie Thomas	All WTSA courses to be accessible to those with additional needs or disabilities.