

Walton Priory Middle School



Beacon for Life

Accessibility Policy

School Accessibility Plan

Walton Priory Middle School

Introduction

- 1) Walton Priory Middle Schools accessibility plan has been draw up in accordance with the planning duty in the Disability Discrimination Act 1995 and the SEN Code of Practice
- 2) The accessibility plan will be published on the school website and will be reviewed and reported on annually.
- 3) Walton Priory is committed to providing an environment that enables all members of the school community, irrespective of education, physical, sensory, social, spiritual, emotional and cultural needs, to access all areas of school life both academically and socially. We will take positive action to develop a culture of inclusion, support and awareness within the school.
- 4) This plan sets out proposals to increase access to school for members of the community who have a disability.
 - a. Increase the extent to which disabled pupils can participate in school
 - b. Improve the school environment to ensure ease of access for disabled members of the community
 - c. Improve the delivery of information which is provided in writing for pupils and parents who are disabled or have a low literacy acquisition levels.
- 5) This plan will be available both in school and on the school website.

Definition

You're 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 daily activities .

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

The school will

- Not discriminate against disabled pupils in their admissions, exclusions and provision of education.
- Not treat disabled pupils less favourably
- Take reasonable steps to avoid putting disabled children at a disadvantage
- Ensure that all governors and staff have regard to the DRC code of practice (2002)

The school strives to

- set suitable learning challenges for all pupils
- respond to pupils diverse learning needs
- overcome potential barriers to learning and assessment for all pupils.
- Ensure that all children have access to a broad and balanced curriculum

Activity

This section outlines what the school has done or is in the process of doing to meet the key objective.

a) Education and related activities

- i. We constantly seek the advice of outside agencies to ensure we are meeting the needs of the children in our care.
- ii. We receive support from Autism Outreach, SENIS, behaviour support, physiotherapist and Disability support services to help us.
- iii. Teachers are using interventions to meet the needs of the children in school. These are reviewed regularly and adapted to ensure the focus is correct.
- iv. All visits are adapted or alternatives are found to ensure that all children have access to similar learning experiences.

b) Physical environment

- i. This school is generally accessible all classrooms (apart from a mobile) can be accessed using ramps or are level.
- ii. The needs of the community are taken into account when any refurbishments are undertaken to ensure any changes are suitable.
- iii. The access to all playgrounds are ramped and there is level access from the car park into school.

c) Provision of information

- i. The school currently provides information to parents on paper or electronically.
- ii. Children are given colour overlays or colour paper to write on to ensure it is easy to read.
- iii. We have some titles in large print. We also have a selection of books produced in a dyslexia friendly format.

Improving the Curriculum Access

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Time frame</u>	<u>Achievement</u>
Ensure all pupils can participate in all aspects of the curriculum	-All pupils have access to the whole learning environment -reasonable adjustments are made to ensure that pupils are safe and included (Teachers & TA's	All children can access a broad and balanced curriculum	On-going	All children will learn and participate in activities together.
All out of school activities are planned to ensure the participation of the whole range of pupils.	Review all out of school provision to ensure compliance with legislation. Adapt activities to ensure all children can access / provide alternative activities.	Children can all access the activities offered and to have the relevant learning attached to the activities.	On going	All children will have similar experiences.
Training for teachers on differentiating the curriculum	Training on different strategies teachers can use to differentiate their lessons. Also some activities they can use to ensure all children can access the task successfully.	All children will be able to access the curriculum at the appropriate level.	On going	Children will make progress and complete the work as independently as possible.
Ensure all children become independent learners.	Encourage children to become independent learners. Teachers to use strategies to encourage children to resolve problems using a variety of strategies.	Children will be able to resolve difficulties using relevant strategies.	on going	Children all leave school able to learn independently, asking for help when needed.
Ensure all classrooms are organised in line with the Dyslexia Friendly ethos of school.	Make sure all wall displays and resources are available in a dyslexia friendly font. Ensure all classrooms have a help desk or box so that children can access help when they need it. computers have virtual colour overlays available	All children will be able to access work using resources to help them.	on going	All children will be able to access the curriculum successfully.

Ensure that all policies consider the implications of Disability Access	Analysis of impact of behaviour, school rules, anti-bullying, educational visits, homework policies to ensure all children with disabilities have their needs met.	all policies consider the impact on pupils with disabilities	07/15	Barriers to disabled pupils are considered in all aspects of school life.
To promote positive attitude to disability.	Ensure all children are aware of disabilities and the difficulties that they have to overcome. Make sure children are supportive of each other including children with disabilities. Include awareness of children who are carers and the support they require.	All members of the community will feel welcome, valued and included	on going	All children will be included and have their needs met.
Promote equality of opportunity for staff.	Ensure that a mechanism is in place to discuss their disability, To ensure disabled applicants have an interview if they meet the criteria for the position.	Equal opportunities for all members of the community	On going	Equal opportunities.

Improving the delivery of written information

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Time frame</u>	<u>Achievement</u>
Availability of adapted version of written material such as hand-outs, timetables for pupils who need them to help access the work. Including brochures, newsletters and other information	<ul style="list-style-type: none"> -Work is differentiated to meet the reading needs of the child -Use of coloured paper / books to help children. -Use of enlarged texts, colours, simplified text, oral information, visual timetables and visual clues. - Review accessibility of newsletters and letters to parents on a regular basis. -Use accessibility facilities on the computer. 	All pupils / parents can access the texts that are circulated	On going	All members of the community can access the materials distributed by staff.
Raise awareness of everyone in school on the importance of effective communication	Ensure teachers use a variety of strategies to communicate with the children and with parents. Allow children to complete work using a variety of communication means.	Pupils are able to communicate effectively with all adults in school	Review needs of children annually	All pupils can communicate with staff.
Review the textbooks and library books to ensure there are books which are accessible to everyone.	Ensure all textbooks are accessible or there is an adapted version to use. There are a selection of books in the library which are accessible - eg large print, dyslexia friendly, audio books.	Pupils will be able to access books	Review annually	Pupils can access a variety of texts for work and enjoyment.
Ensure all displays and posters follow the dyslexia friendly principles of the school.	Use of the correct font. Make sure letters are clearly spaced. Use talking tins or recorder equipment to give information if required. Posters for parents are easy to read and accessible in a variety of formats if required	Displays are accessible to their audience	on going	All displays are clear and easy to access

Improving the physical access

<u>Target</u>	<u>Activity</u>	<u>Timescale</u>
Accessible car parking	Bay signposted and clearly marked	Review markings and labelling on an annual basis
Clear access to accessibility toilet	Ensure all corridors and access paths are kept clear and easy to use for members in the community to use. Ensure toilets are also kept clear and have space to allow turning of wheelchair.	Review termly
Adapted wash basins to ensure correct height and accessibility for wheelchair users to be able to access them. Ensure there is a hand wash basin in food room	Check that there is a basin at the correct height for wheelchair user in all areas where practical lessons occur. Science, Art/DT and Food technology.	Review when facilities being updated.
Ensure all classrooms are fully accessible	Make sure that all classrooms are accessible either by ramp or on the same level.	