

West Hill Primary School Accessibility Plan



Approved by:

Date:

Last reviewed on: November 2022

Next review due by: November 2025

Introduction

Nurture & Inclusivity: All staff at West Hill work together to develop a school that is nurturing and inclusive. We aim for all children to reach their full potential. We provide an environment where children feel happy, safe, valued and motivated to reach their full potential in an ever changing global society. As outlined by the requirements of the DfE, this accessibility plan complies with: section 69(2) of the Children and Families Act 2014, regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

Aims:

- We are committed to increasing the extent to which disabled pupils can participate in the curriculum and providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- At West Hill Primary School, we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- Under the Equality Act 2010 the Governing Body has key duties towards pupils:
 - not to treat disabled pupils less favourably for a reason related to their disability;
 - not to treat disabled staff or parents less favourably for a reason related to their disability
 - to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
 - to plan to increase access to education for disabled pupils.

Access Plan:

This plan sets out the continuing commitment of the Governing Body of West Hill Primary School to increase access to education for disabled pupils in the three key areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
 - Improving the environment to increase the extent to which disabled pupils can take advantage of education and associated services;
 - Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
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- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure

and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

- Improve the availability of accessible **information** to pupils, staff, parents and visitors with disabilities. For example: handouts, visual timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached is an Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis. A new plan will be drawn up every three years. It is available on the school website.

- We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
- The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equality Policy
 - Health & Safety Policy
 - Special Needs Policy
 - Behaviour Policy
 - School Improvement Plan
 - Asset Management Plan (from Wandsworth Borough Council)

It may not be feasible to undertake some of the works in the Action Plan for physical accessibility during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An access audit will need to be carried out prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

The Plan will be monitored through the committees run by the Governing Body.

The Plan will be monitored by Ofsted as part of their inspection cycle.

West Hill Primary School has an Equality and disability Scheme.

As a school we provide support in a variety of ways including working with:

- Educational Psychologists
- Early Years Service
- Wandsworth Autism Advisory Service
- Occupational Therapists and physiotherapists
- Speech and language therapists
- Pupil referral Unit at Victoria Drive
- Emerging Needs Pathway

The context of the school

The nature of West Hill's building can be limiting for access. The school is a traditional 4 decker London School built in 1903. The ground floor is easily accessed although it has no disabled toilets. There is no wheelchair access to the levels above as there is no lift provision. Financial provision for aspects of this plan will be made through budget planning and devolved capital.

Physical Access Audit		
Feature	Description	Actions arising
Number of floors	4 storey with no wheelchair access beyond the ground floor	
Corridor access	Corridors are wide and accessible	
Parking bays	There is onsite parking	A parking space can be assigned for disabled parking bay.
Entrances	All entrances are clearly demarcated	
Toilets	Currently no disabled toilets	The current down stairs toilet could be converted into a disabled toilet
Reception area	Moveable drawer and storage units and low desk	Furniture can be moved accordingly.
Emergency escape routes	Ground floor emergency exit through main entrance. Evacuation drills signage and alarms meet needs of pupils on roll.	PEEP completed when appropriate (available on Wandsworth Council website)/ Fire Marshals to be assigned

Targets	Strategies	Timeframe	Success criteria
Education and other related activities			
<p>Ensure that any child who is classed as having a disability has appropriate access to the curriculum</p> <p>Ensure that training for any identified LSA's (supporting a child with an educational health care plan) is appropriate to the need of the child.</p>	<p>Identified training for staff to enable children have full access to the curriculum</p> <p>Ensure that staff are able to identify and provide effective provision for children with disabilities</p> <p>Ensure that all staff have access to specific training for disability issues - all new LSAs have relevant and up to date training and thorough induction so they understand the needs of the child.</p> <p>Ensure that all staff can differentiate the curriculum and are aware of specific SEN resources. Accurate differentiation ensuring that disabled pupils make at least good progress relative to their starting points.</p> <p>Teachers are aware of relevant issues and can ensure this group have equality of access to life-long learning. Regular discussions on progress and attainment take place between teacher and Inclusion Manager</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Children's progress monitored / identified resources are used effectively / staff are managed effectively through performance management. Monitoring takes place during lesson observations and performance management.</p>
<p>Classrooms and indoor space organised to promote optimal participation and independence for all</p> <p>Monitor uptake of clubs for children with SEND</p> <p>Ensure class visits and residential visits are accessible to all pupils regardless of ability(subject to appropriate risk assessments)</p>	<p>Classroom organisation monitoring</p> <p>Use professional services where available to seek further advice and support.</p> <p>To ensure where possible that clubs and residential trips are accessible for all children who wish to participate by planning alongside parents.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Rooms and resources meet the needs of individual children. Teachers and support staff are trained in the use of specialist equipment.</p> <p>Clubs reflect a proportional mix of pupils with SEND</p> <p>Risk assessments are carried out to ensure that pupils with disabilities are able to safely participate in the visit along with their peers.</p>

To ensure that the school develops children's awareness of disabilities	Ensure that the curriculum and content ensures effective teaching of disability awareness. Provide opportunities for children to meet with people with a variety of disabilities		This is embedded within the curriculum and topics.
Physical Environment			
Improve communication for any hearing impaired member of the community	Equip rooms with appropriate resources Ensure that staff can use equipment appropriately	Ongoing	Most rooms are equipped with Soundfield systems. Classes can be relocated in the building according to the need of the pupil/s Relevant staff will be trained accordingly.
Improved lighting on the stairwells	Evaluate lighting on the stairs	Ongoing	Appropriate lighting for the visually impaired
Ensure pupils with disabilities have access to appropriate technology: Pupils on the dyslexia continuum are given appropriate enhanced provision	Equip rooms as required. Ensure that staff are able to use equipment appropriately.	Ongoing	Classrooms are organised to take account needs of disabled pupils Teachers consider: <ul style="list-style-type: none"> • seating, • use of background colour on whiteboards (pastel) Pupils with dyslexia or other disabilities make measurable and good progress in line with school expectations.
Provision of Information			
Ensure that staff are fully informed and trained with regards to supporting children Parents of pupils with SEND are aware of the resources and support provided by Wandsworth.	Access to specialist resources and sharing of strategies. This information is shared or families are directed to the appropriate services. Avoid highly stylised typefaces, such as those with ornamental or decorative features Where possible use images, photos or drawings to support text. Use clear and simple language, avoiding jargon and acronyms. Always number pages. Avoid glossy paper or glossy laminates as glare makes it difficult to read. When writing on a whiteboard or flipchart it is best to avoid green and red pens as these are the hardest to read if someone is colour blind or has a visual impairment.	Ongoing Ongoing	All staff confident in meeting needs of disabled children. Parents and school have a positive, collaborative relationship. Parent meetings with the class teacher keep parents up to date. TAC meetings with SEND parents are regular and minutes of the meetings kept.
Parents are informed of the progress and needs of their child	Parents of children with complex needs or SEND are able to access the resources and support at the Enhanced children's centre.		