Watling Park School

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Accessibility Plan Sept 26 - Sept 29



Overall Aim

Inclusion is one of our core school values, and we aim to provide equality of access and opportunity for all pupils to the extent that reasonable adjustments can be made to the school's premises and procedures. The school strives to ensure that pupils with disabilities or learning needs are not discriminated against or placed at substantial disadvantage in those areas of school life that are normally accessible to the whole pupil body.

Consultation, Implementation and Review

The accessibility plan has been produced by Watling Park School in consultation with parents, pupils, staff and specialist advisors. The action plan sets out how we plan to:

- **Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.** This includes improvements to the premises and grounds, taking into account the consideration of reasonable adjustment and any restrictions such as may result from planning consent or listed building/conservation area status.

- **Increase the extent to which disabled pupils, including those with SEND can participate in the school curriculum**. 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.

- **Improve the availability of accessible information to disabled pupils and their families.** This covers documentation related to the curriculum, to general school documentation and also information which is normally sent home. Plans adopt a practical approach and take account of the specific disability - details will vary on a case by case basis.

This plan covers a three-year period. It is reviewed annually by the school and monitored by BPET's Regulations and Compliance Audits.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.
Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Summary of School Context and Audit:

Watling Park School is a two form entry primary school with an above average number of pupils with SEND (June 23: 17.8% of pupils with SEND) The school has robust systems for supporting pupils with SEND and Medical Conditions, as documented in the SEND policy, SEN information report and Supporting Pupils with Medical needs policy.

The school building is built and designed to be accessible. The school is in one building over two floors. There is wheelchair access to all areas of the building and playgrounds. There is a lift and accessible toilets on each floor with alarm systems. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There is a car park that is reserved for blue badge holders only. This car park is next to the school gates with single level paths into the school entrances. The school has internal emergency signage and escape routes are clearly marked.

Aims	**Context September 2023**	**Actions Planned**	**People & Resources / Budget**	**Review Jul 2024**	**Review Jul 2025**	**Review July 2026**
Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.						
The school will continue to develop contingency plans for accommodating disabled pupils, parents or staff that may join the school in the future.	The school is accessible for pupils currently on roll adaptations have been made. E.g. handrails on all staircases, shower facility, accessible toilets, lift to first floor. The school is accessible to wheelchair users. We have staff trained in anaphylaxis, epilepsy and diabetes. We are able to access further personalised training when new pupils join.	1. As pupils' needs change, consider potential requirements, e.g. moving classrooms to better meet pupils' needs. 2. Continue to liaise with parents, nurseries, secondary schools at point of transition to implement any adaptations needed 3. On receiving EHCP placement consultations, consider adaptations and provision requires 4. Premises committee to be informed of pupils pupil/staff disabilities if	Finance team Inclusion Team SLT	Adjustments were made to ensure the school was accessible for new children joining over the 23/24 year. The school liaised with the disability advisory team and autism advisory team to plan for transition and make appropriate adjustments. Meetings were held with current settings and parents.	Disabled toilets were put in at the front of the school to ensure accessibility for wheelchair users. Woodland Room(specialist room) will be created to support children with high levels of need to access the curriculum.	

		changes to premises are required				
The school will continue to develop contingency plans for accommodating pupils with intimate care needs including nappy changing.	The school has an increasing number of children joining who are wearing nappies or still in toilet training. The school has an accessible shower room with a toilet. This is kept as a usable space. However the toilet is an adult sized toilet. There are no nappy changing facilities and children are currently changed on a mat. Hand rail locations have been checked for current pupils on roll. There is an intimate care policy. This includes nappy training protocols. Intimate care plans are written for children who need regular intimate care e.g. nappy changing.	1. Provide equipment to modify adult toilet to be suitable for EYFS pupils (child toilet seat, step. Yearly audit of location of hand rails) 2. Provide changing table (take advice on safest option, explore available funding to support purchase) 3. Provide toilet training protocols for staff.	Finance team Inclusion Team SLT EYFS Lead	Child toilet seat, and step provided for the shower room. Changing roll and dispenser in the shower room to allow hygienic changing of children on mats. Audit of location of hand rails completed – none required installation. Staff guidance on toilet training provided through handbook and intimate care policy.	Staff guidance on toilet training provided through handbook and intimate care policy. Children still being changed in shower room	
Access to a range of sensory spaces including a low sensory area, calming multi-sensory room and alerting/active multi sensory room.	Calm spaces/low sensory areas allocated in response to individual needs, e.g. workstations in classrooms, access to quiet areas as needed. Sensory tools for individuals e.g. tents, fidget tools. The school has access to break out spaces (studio, DT room, fish tank area, turtle tank area).	1. Sensory circuits/sensory diet training to key teachers and TAs 2. Class teachers to audit and implement strategies to create low sensory spaces in classrooms	Finance team Inclusion Team SLT	Low arousal spaces provided as work stations in some classrooms, in some classrooms, desks are also available outside the classroom where children may need a break	Sensory room created for children with high levels of needs Children accessing sensory room to help the	

	These are used across the day for lessons, therapists and interventions, and learning breaks at some times of day. There is no sensory room.	3. Explore funding channels to separate one of the current rooms into a calming sensory room, an active sensory room with space for soft play and physical activity, and an intervention room or office. 4. If viable, bring ideas to finance team for discussion 5. If agreed, building quotes, bid for accessibility improvements		from learning in the classroom.	regulate their emotions	
Maintain accessibility of all areas of the EYFS outdoor area	EYFS has single surface classroom to outdoor areas. The outdoor area has grassed areas, tarmac and safety surface. The safety surface needs to be maintained and the grassed area has dropped to be lower than the tarmac.	1. Caretaker to include maintaining the grassed area in works schedule. 2. Finance team to ensure upkeep of safety surface is included in works schedule	Finance team SLT		Gated outdoor space created for children in ks1 to support children with high levels of needs access outside safely	
Increasing the extent to which pupils with disabilities can participate in the curriculum						
Continue to ensure the curriculum and teaching is accessible for all pupils so that pupils with SEND continue	The school has an inclusive approach and systems for supporting pupils with SEND. Wherever possible, pupils needs will be supported through high quality wave 1 approaches, such as high use of	1. Monitoring during learning walks and professional development days.	Inclusion Team SLT Teachers and LSAs	Monitoring and staff training schedule completed for 23/24 year. Significant focus on CPD for	Continuous CPD for staff around adaptions	

to make good or better progress. Develop staff expertise in inclusive pedagogy and access, including interventions	visuals, access to equipment and manipulatives, varying the point of access, and other reasonable adjustments. Where needed the school has a range of wave 2 and 3 interventions to provide more individual support.	2.Feedback and coaching sessions 3. CPD programme 4. Multi-disciplinary working with ASD/HI/VI/PD advisory service, SLT, OT, Physio and SLCN teacher	OT, CLCS, HI/VI/PD Advisory services, PLSS	teaching of phonics and phonics tutoring. Teacher training sessions delivered from Autism Advisory Team. Staff accessed BCIT training sessions relevant to their roles.	Trust wide training and focus around Inclusion Both internal and external training for support staff to ensure they have a secure understanding of how to adapt learning for children they support	
Continue to ensure auxiliary aids / technology are used to support pupils with SEND's access to the curriculum.	Back lit interactive whiteboards in all classrooms to provide clear contrast for visuals. Pupils have access to assistive technology in the form of iPads to type and with speech to text technology, and use electronic dictionaries.	1. Continue to liaise with OT for assistive technology needs assessments for individual pupils. 2. Continue to use LGfL SEND area to access LGfL resources.	Computing lead and SLT		Teachers use radio aid for children who are deaf to help them access the curriculum Speech and language specialists support children who are deaf	
Ensure pupils with SEND have access to wider opportunities	Termly audit of pupils with SEND that access clubs Reasonable adjustments made to trips and clubs to ensure that	1. Termly analysis of attendance at clubs for pupils with SEND 2. Discuss club attendance at annual EHCP/My Plan reviews	Inclusion Team SLT		Continue to encourage and monitor the children who access ASC	

	pupils with SEND are able to access these	for pupils not attending to ensure this is not due to access 3. Clubs lead to liaise with SENDCo to make reasonable adjustments as needed following applications to clubs			ASC adults/SLT try to ensure that all clubs are accessible to all children.	
Improving the availability of accessible information to disabled pupils and families						
Continue to ensure that information is accessible for parents/carers with SEND	School makes reasonable adjustments for parents/carers, e.g booking interpreters (including BSL), sharing information electronically via the website with a translate button and allowing parents to enlarge or use text to audio technology. Clear signage around the school Policies available electronically or as a hard copy so that user can adapt to their needs Key information shared via class dojo which has translate function	1. Ensure policies and leaflets continue to be published via website 2. SEN information report reviewed and updated 3. SEND policy reviewed and updated 4. Keep website reviewed and updated 5. Publishing of year group key documents, shared via dojo	Inclusion Team SLT Admin Staff	In place and on going	In place and on going Information shared via Dohjo and school newsletter	
Share key principles of Equality act 2010 with stakeholders - pupils,	Equality Act and duty to make reasonable adjustments referenced in September INSET training annually	Annual/bi annual anti-discrimination assembly for children teaching them about Equality Act and	Inclusion Team SLT	In place and on going	In place and on going	

parents/carers/staff and governors	Equality act referenced in SEN information report and SEND policy Yearly staff briefing	protected characteristics including SEND				