



Accessibility Policy 2016-2019

Appendix to the Single Equality Duty

Written	December 2016
Reviewed	January 2017
Date of next review	October 2019
Approved, on behalf of the Governing Body by the Chair of Governors, Anne Briggs Date: January 2017	

Accessibility Plan

The Purpose of this Plan

This plan shows how White Meadows Primary Academy 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.

Contextual Information

White Meadows Primary Academy plays an important role in the community of Littlehampton, Wick and Toddington.

White Meadows Primary Academy, previously White Meadows Primary School, was formed in 2011 as a result of the amalgamation of Wickbourne Infants School and Flora McDonald Junior School. This amalgamation allowed for the construction of extra disabled toilets and a shower room. The school became an academy and joined REAch2 Academy Trust on 1st April 2014.

The school is all on one level. All classrooms have step free access from the playgrounds and have step free access from the inside of the school.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and a small minority with complex medical conditions. We have a very small number of pupils and parents who have a hearing impairment or a visual impairment.

Areas of planning responsibilities

1. Increase the extent to which disabled pupils can access and participate in the school curriculum.
2. Improving access to the physical environment of schools
3. Improving the delivery of written information to all that require to enhance learning of students

Each action and its accompanying targets in order to achieve them are now listed on the following pages.

1. Improving Participation in the Curriculum

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Training for teachers on differentiating the curriculum	SENCo, SLT and HT	Planned programme of Staff Development that will include observations, training, coaching and monitoring. Half-termly meetings with parents of SEND pupils arranged by SENCO.	CPD time and resources for training	In place and ongoing	Access to curriculum is improved and pupil needs are met. Parents informed
Training for staff on increasing access to the curriculum for disabled pupils	SLT and HT	DFES Training for TAs (Foundation) WSEA Behaviour Support Training Supporting children through loss and grief Inclusion Support training - fine and gross motor skills Inclusion Support training - Sensory Integration Inclusion Support training - ASD Training/Support NHS Catheter training for specific student. EAL Training. Training of Prevent, FGM, Child Protection and Safeguarding. Epipen training. First aid training (with managing medicines).	Training time and cost for external courses.	In place and ongoing	Records of staff training to be recorded and updated Access to curriculum is improved and pupil needs are met. Parents informed

		Safe handling (TEAM Teach) SALT Training Specific Dyslexia Courses Online training - CPD (specialist as required)			
Effective use of resources to increase access to the curriculum for disabled pupils	SENCo, SLT and HT	Strategic placement of TAs, HLTAs, LMs and other support staff. Specialist resources to meet individual needs.	Cost of resources can vary depending on need and level of external support that can be accessed.	In place and ongoing. Annual audits of specialist equipment	Access to curriculum is improved and pupil needs are met. Parents informed
Adaptations to the curriculum to meet the needs of learners	SENCo, SLT and HT	Timetable adaptations if required. Access to counselling or internal nurture group support. Access arrangements to be made.	Cost of CPD training for LM or 1 to 1s if required.	In place and ongoing	Access to curriculum is improved and pupil needs are met.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENCo, SLT and HT	Laptop support for most needed. Specialist seat assistance access through NHS. Coloured overlays.	Cost of resources can vary depending on need and level of external support that can be accessed.	In place and ongoing. Annual audits of specialist equipment	Access to curriculum is improved and pupil needs are met. Parents informed
Improve educational experiences for visually	SENCo, SLT and HT	Needs to be assessed and met on an individual requirement (blinds, image intensifiers, large print etc.)	Cost of resources.	In place and ongoing.	Access to curriculum is improved and pupil needs are met. Resources are being used effectively in all lessons.

impaired pupils					
Improve educational experiences for hearing impaired pupils	SENCo, SLT and HT	Needs to be assessed and met on an individual requirement (hearing aids, loops etc.)	Cost of resources	Review and respond as required	Access to curriculum is improved and pupil needs are met. Resources are being used effectively in all lessons
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SENCo, SLT and HT	Risk assessments to identify needs of clubs and adjustments to be discussed with SLT/SENCo if required.	No Cost	In place and ongoing.	Access to curriculum is improved and pupil needs are met.
Improve the quality of provision for children with specific special needs.	SENCo, SLT and HT	Maintain the 'Treehouse' area and sensory room for many specific needs of students. Investigate the proximity of the treehouse and the reef to each other - are there any further options?	Appropriate budget as required depending on need.	In place and ongoing.	The 'Treehouse' can be seen as a location of sanctuary. Access to curriculum is improved and pupil needs are met.

2. Improving access to the physical environment of school

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Access and showers	SLT HT	<p>We currently have disabled access toilets in the school and a shower that will be maintained.</p> <p>Ensure that there is enhanced and ongoing access for wheelchair users (None at present).</p> <p>Access to school is compliant - all of the school is on one floor with ramps.</p> <p>Enhance the access to swimming pool (Future plan) - hoist if required being part of the plan.</p>	Basic maintenance and cost of equipment minus any grants available.	Ongoing	All pupils can travel around the school with best possible access arrangements depending on need.
Hearing impaired support	HT	Hearing loop if the need arises and lights to indicate fire alarms to be considered if deemed necessary.	Cost of equipment minus any grants available.	Currently adequate, but future plans to improve.	Additional resources are in place. All pupils can travel around the school with best possible access arrangements depending on need.
Improved signage throughout the school	HT	Signs throughout the school for: *Disabled parking *Locations *H&S notices *Plans of the school to support children	Cost of signage and installation	Currently adequate, but future plans to improve.	Improved signage visible. All pupils can travel around the school with best possible access arrangements depending on need.
General access around the school to be maintained based on need	HT	Considerations to include: <ul style="list-style-type: none"> • Grab rails • Pathways are kept clear • Awareness of access, flooring 	Cost of maintenance and installation.	To be monitored as need arises, but vigilance should always be	Upkeep of the school is high priority! All pupils can travel around the school with best possible access

		and furniture depending on need.		administered. Maintenance as required.	arrangements depending on need.
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3. Improving the delivery of written information to all that require to enhance learning of students

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Awareness and access to written material in required formats	Office/SLT/SENCo /Individual Staff	<ul style="list-style-type: none"> Staff to be more aware of the services available through Reach and the local Authority. Specialist resources, including newsletters to be made available to all - This includes parents by request. Strategies in the classroom to be highlighted in CPD and discussed with line managers for specific needs (especially filters, seating etc) Accessibility options to be investigated for website. 	Most will be based on time and photocopying, but can be addresses as required.	Ongoing	<p>All stakeholders in the school are using additional written measures to enhance learning of general comfortability.</p> <p>All pupils can travel around the school with best possible access arrangements depending on need.</p>