

## **Warmington School**

# **Accessibility Plan**

**Three-year period covered by the plan: 2016-19**

### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils 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.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.



## 1. Starting points

1A: The purpose and direction of the school's plan: vision and values **Warmington School** has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. **Warmington School's** commitment to equal opportunities is driven by the national curriculum inclusion statement and the Policy of Equal Opportunities.

### **Policy Statement of Equal Opportunities**

**Warmington School** is committed to providing an environment which is conducive to learning and where all children can develop skills and attitudes for life. Each child is valued and respected regardless of ability, race, gender, religion, social background, culture or disability and is offered a child-centred curriculum, opportunities to develop to their full potential, the means to develop physically, intellectually, emotionally and socially and the chance to develop good behaviour and responsible attitudes for life. Staff will ensure their approach to all children is non-discriminatory, that all groups have equal access to the full range of educational opportunities provided by the school and that diversity is celebrated. The school equally values the contribution made by all stakeholders and will not discriminate against anyone on the grounds of their racial or ethnic origin, gender, religious beliefs or, where practicable, disabilities. This extends to the recruitment of staff and to the admission of pupils. As laid out in its Disability Equality Scheme, the school will make every effort to ensure that no child, parent, member of staff or other stakeholder is disadvantaged as a result of their disability.

**Warmington School** aims to identify and remove barriers to disabled pupils in every area.

The organisation, curriculum and ethos of the school have been devised by Governors and Staff to deliver our main aim, which is:

- To enable each individual, with his/her own needs, talents and abilities, to reach their maximum potential.

We achieve this by:

- Making learning exciting, enjoyable, challenging but never threatening and having expectations of excellence whilst accepting and learning from mistakes.
- Providing a broad, rich and balanced curriculum.
- Employing suitably qualified and motivated staff.
- Providing a safe, caring atmosphere in which children and all adults, including parents, families, friends, governors and staff, are welcomed and valued as equal partners in education.
- Encouraging children to become increasingly independent whilst preparing them to become valuable members of society by encouraging good manners, a healthy lifestyle and mutual respect for each other and their environment.
- Building upon and improving links with the local community and other schools in order to allow the children to develop a feeling of global citizenship.
- Ensuring school premises are safe, secure, clean and appropriate for learning.



### **1B: Information from pupil data and school audit**

**Warmington School** is a single-form entry school, spanning Foundation Stage to Year 6. The majority of children who attend the local village pre-school go on to attend Reception. In 2016, 15 out of 18 pupils attending pre-school, started in Reception. Initial information to establish the profile of the pupils in pre-school and their needs is gathered by school staff. The information is collated prior to starting school by:

- Home visits
- Parent meetings.
- Induction meetings

All areas of the curriculum can be accessed by all pupils. At present there are no children needing wheelchair access. We currently have the following specific needs within school:

- ADHD
- Dyslexia

Individual Pupil Learning Plan (PLPs) meetings are carried out each term. The parents are asked to discuss how school could help in addressing the needs of the child who attends **Warmington School**. This feeds into and informs the points for action on the three action plans for:

- Written information
- Physical environment
- Curriculum access

### **1C: Views of those consulted during the development of the plan**

The needs of all pupils and staff, including disabled pupils, are considered when planning and delivering all aspects of the curriculum. It is the responsibility of all teachers to ensure that teaching matches the learning needs of all children. Each teacher is aware of the individual needs of all of the pupils. This informs the;

- Physical environment
- Curriculum provision
- Written information shared

Views of the parents and carers are gathered at the beginning of the year and there are regular occasions throughout the year where details can be updated. Data is stored centrally by the SENCo on each child to inform the accessibility requirements of the school.



## **2. The main priorities in the school's plan**

2a: Increasing the extent to which disabled pupils can participate in the school curriculum

The needs of all of the pupils of the school are considered when planning the school curriculum. It is the responsibility of the Unity SLT to lead the team of teachers each to ensure that the needs of all of the pupils are met.

In order to ensure that all children are catered for the Head of School is the overall Inclusion Manager.

A very detailed target setting system for all of the children with special needs has been devised. This highlights the specific needs of each child including those with disabilities and targets their curriculum provision.

Where necessary outside agencies are contacted for specialist support, e.g. Autism Outreach team, physiotherapy, support for behaviour management, speech and language.

The school has increased the outdoor provision available for the pupils. All children are able to access the outdoor environment through exits which have wheelchair access.

Advice would be sought from outside agencies in order to ensure that the curriculum is accessible for all children, e.g. advice from Autism Outreach.

See action plan for increased access to the curriculum.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- **Warmington School** is a one level building with wide doors in all main areas. There is disabled access from each classroom via ramping to the outside footpaths and playground area.
- The front entrance has a mechanised system.
- There is one designated disabled toilet.

See action plan for increasing access to the physical environment.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- All information shared takes account of the needs of the pupils. Advice is sought from specialist agencies e.g. hearing impairment agency with regards to specific needs, when they arise e.g. large print needed or use of a hearing aid.
- The views of the parents/pupils and staff are taken account of on a regular basis, this informs the way that written information is delivered.
- Preferences of parents will be taken account of.
- See action plan for increasing the accessibility of written information



### **3: Making it happen**

a: Management, coordination and implementation

The Unity of Titchmarsh and Warmington Schools senior leadership team, e.g. Executive Head Teacher, Head of Schools, Middle leaders will ensure that the 2016-19 Accessibility Plan is managed and implemented.

The Executive Head Teacher, Head of Schools and Unity Bursars will ensure that quotes for work to be carried out are sought and that the needs of the pupils inform the setting of the budget and the three areas of:

1. Increasing the accessibility of written information
2. Increasing the accessibility of the physical environment
3. Increasing the access ability of the curriculum

The Accessibility Plan will also coincide with the School Improvement Plan and School Self-Evaluation.

The School Accessibility Plan will be shared and co-ordinated with other services and agencies, e.g.

- Local Authority
- Social care
- Health agencies, particularly in respect of meeting the health needs of the disabled pupils in school.

The attached action plans set out the priorities set by the school to improve accessibility of **Warmington School** under the headings of:

Increasing accessibility to written information

Increasing accessibility to the curriculum

Increasing accessibility to the physical environment.

b: Getting hold of the school's plan

The school's accessibility plan is available in a variety of formats (upon request):

Paper copy

Via email

Via the website

Other specialist requests should be directed to the school.

Person completing the plan: Mrs Milton (Executive Head Teacher)  
October 2016