



South Wingfield

PRIMARY SCHOOL

Accessibility Plan 2022-2025



Appendix to the Equality Policy

Name	Job Title	Date
Authored by:- M Kealy	SENDco	October 2019
Approved by:- F O'Hara	Head Teacher	October 2019
Approved by: M Kealy	SENDCO	October 2022

Change History

Version	Date	Reason	Name
Version 2	October 2019	Update every 3 years	F O'Hara
Version 3	October 2022	Update every 3 years	N Hunt/M Kealy

The Purpose of this Plan

This plan shows how South Wingfield Primary School 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

South Wingfield Primary School maintains an important role in the community of South Wingfield.

The school is mostly one level with the ground floor having:- five classrooms, staff room, After School Club, a library, sensory room and intervention rooms upstairs.

At present we have no children or staff who use a wheelchair.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions. We currently have no pupils or parents with a hearing impairment or visual impairment.

We have a few children who have asthma and all staff are aware of these children, inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices and the catering staff and teaching staff are also aware. One child has a nut allergy and an epi pen is kept in their classroom.

All medical information is collated and available to staff in the office and in the register folder/Integris so supply staff know.

All teaching staff and teaching assistants are competent First Aiders, who hold current Paediatric First Aid certificates.

As of September 2020, staff do not administer medicines, although inhalers and

spacers are available in the school office in case of emergencies. Staff will support children in taking their inhalers but will not administer over the counter medicines or prescribed medicines unless it is part of their contract of employment i.e. in the case of TAs working with children who have severe additional needs. In this case, they will be stored appropriately in the staff fridge where necessary or in the school office medicine cabinet.

For children who have diabetes only the members of staff who have received training from healthcare professionals are able to support the child as per their health care plan.

Areas of planning responsibilities

1. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning, lies at the heart of the school's work. Through self- review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mostly mixed ability (with some setting where appropriate), inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
To meet the needs of pupils during statutory end of KS1 and KS2 tests.	Children will be assessed in-line with normal classroom practice and additional time, use of equipment will be applied for as needed.	Reviewed annually in line with STA requirements.	CF/SP/MK/HT	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.

Disabled toilet to be fit for purpose for all children.	Current disabled toilet to be re-modelled to include a hoist and changing facilities for those children who require it.	Autumn 2 2019 Completed Summer 2020	HT	To ensure that all children have the required facilities in able to fulfill their personal care needs.
For all teachers to be trained in using Makaton.	For adults and children to be able to use Makaton to communicate with children who have limited/no verbal skills.	INSET September 2019 but ongoing.	All staff.	To ensure that all children have a means of communication.
Ensure all school trips are accessible to all	Offer guidance and support for staff on making trips accessible where applicable	Ongoing	HT/SEN CO/CI ass teacher	All children in school able to access all school trips and take part in range of activities.

2 Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for everyday use and this is constantly reviewed and checked for problems. The School Improvement Plan reviews this provision on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Disabled toilet to be fit for purpose for all children.	Current disabled toilet to be re-modelled to include a	Autumn 2 2019 Completed	HT	To ensure that all children have the required facilities in able

	hoist and changing facilities for those children who require it.	summer 2020		to fulfill their personal care needs.
Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils. All areas have wheelchair access. Egress routes have a visual check. PEEP completed for each child where appropriate.	As required	SENco/HT/Class teachers/site manager	Updated fire evacuation plan & tested termly Staff working with SEND pupils aware of their responsibilities PEEP (personal evacuation plans in place for pupil with difficulties

3 Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials as part of their Early Offer strategy and make the provision available as required.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Provide information & letters in clear print in 'simple' English. School office will support & help parents to access information & complete school forms.	During induction On-going	School office/ class teachers/HT	All parents receive information in a form that they can access. All parents understand what are the headlines of the school information,

Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	As required	Class teachers/Office	Excellent communication between school and all stakeholders.
Languages other than English to be visible in school.	Some welcome signs to be multi-lingual	Ongoing	HT/language co-ordinator	A range of cultures shared with children and parents to ensure inclusion is evidenced