

Weaverham Forest Primary School Accessibility Plan

**Weaverham Forest Primary School
Approved by Governors:
Updated: November 2019
Review date: November 2021**

Weaverham Forest Primary School

Core Purpose

A caring community encouraging children to become independent, life long learners.

Core Values

Working together

Fulfilling potential

Promote respect and happiness

Success for all

Aims and Objectives

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Values

Our programme promotes the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

1. This Accessibility Plan has been drawn up through ongoing consultation with the pupils, parents, staff and governors of the school and covers the period from November 2015 to September 2018.
2. We are committed to 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 develop a culture of awareness, tolerance and inclusion.
3. Weaverham Forest Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:
 - 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. 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 delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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
4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted annually.
5. 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.
6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - • Equal Opportunities and Diversity Policy
 - • Health & Safety Policy
 - • Special Educational Needs and Disabilities Policy
 - • Behaviour Statement
 - • Strategic School Improvement Plan
7. The website includes a copy of the Accessibility Plan.
8. The Plan will be monitored, to assess its impact on the school community, through the Curriculum and Policy committee annually.
9. The school will work in partnership with the local education authority Cheshire West and Chester.
10. The Plan will be monitored by Ofsted as part of their inspection cycle.

Possible Accessibility Issue	Current Position/Action	Timescale	Person(s) Involved	Monitoring
Is the curriculum designed to allow equal access?				
Pupil attainment	Data is analysed to ensure progress of all pupils is being made. There is no current evidence of inequality in achievement.	Termly pupil progress reviews	Curriculum leaders SLT.	SLT monitoring each term.
Differentiated curriculum	All teachers provide differentiated planning to meet the needs of all pupils in the classroom.	Weekly planning	All class teachers	Curriculum leaders termly monitoring in line with SIP
Meeting the needs of pupils with identified special educational needs and/or disabilities.	Termly individual action plans. Access to learning for identified pupils requiring support beyond the classroom differentiation.	Termly Tracking pupils to identify pupils for support termly.	All teachers	SEND to monitor effectiveness of provision SEND with SLT to monitor pupil progress termly and annually
Pupils with English as a second language	Pupils with English as a second language receive differentiated support as appropriate. This could include extra letters and sounds, computer software.	Termly	All teachers	SEND with class teachers. Tracking pupil progress files.
Resources	Provision of appropriate resources to support pupils with access to the curriculum e.g. use of visual timetables and use of hearing aid to support pupils with hearing impairment.	Ongoing according to pupil needs.	All teachers to report needs to SLT.	SEND to monitor resources are in place to support needs of identified pupils.
Curriculum Access	All pupils access the full curriculum. To ensure this, adults are used to support targeted pupils, resources are provided as required. Support is given for residential visits eg. through deployment of extra adults, support with administration of medicine, modification of activities.	Ongoing as need arises through the year.	All staff	Monitored by curriculum leaders in consultation with SEND.

Is the building designed to meet the needs of all pupils?				
Building Design	Any physical adjustments or adaptations necessary to accommodate individual pupils' needs are made as and when necessary.	Daily basis as required	Site Maintenance Officer Governors Premises Committee	Governors Premises Committee Site Maintenance Officer
Is communication in place to meet the needs of all its community?				
Presentation of information	Identified children have access to visual timetables which are updated on a regular basis. Newsletters for parents are produced in electronic format on the school website; hard copy if requested; hard copy in the entrance.	Daily basis as required. Weekly	SEND/ All staff Headteacher	SEND / SLT Headteacher

This policy/document was reviewed by:-

Signed.....
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Date:

The next revision date is:

Nov 2021