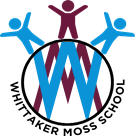
**Whittaker Moss**

**Primary School**

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**Accessibility Plan**

February 2023

Review date: February 2025

**Whittaker Moss Primary School Accessibility Plan 2023-2025**

The Governors and staff at Whittaker Moss Primary School want all children to enjoy school, to be challenged to achieve their very best, and to ensure each and every child exceeds their own expectations of themselves. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

**Purpose of this Plan**

This plan shows how Whittaker Moss 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.

**Areas of planning responsibilities**

* 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)
* Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
* 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.

**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 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 mixed ability, 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.

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| **Target** | **Strategies** | **Time-Scale** | **Responsibility** | **Success Criteria** |
| Increase confidence of all staff in adapting the curriculum | Be aware of staff training needs on curriculum access  Assign CPD and monitoring for dyslexia, differentiation and recording methods | On-going and as required  Reviewed termly | SENCo  HT/DHT/AT/SLT | Raised staff confidence in strategies for differentiation and increased pupil participation |
| Ensure classroom support staff have specific training on disability issues | Provide CPD from Ed Psych: Metacognitive Strategies  Dyslexia Strategies  Progress in SEMH  Training for support TAs on writing /using ‘social stories’ for use with ASC children (RANS)  Be aware of staff training needs  Staff access appropriate CPD  Training for staff in using structured, therapeutic sensory sessions to aid emotional regulation | As required | SENCo | Raised confidence of support staff  Children able to access the curriculum with more independence and confidence |
| Ensure all staff are aware of disabled children’s curriculum access | Create and maintain individual access/medical plans for disabled pupils when required  Information sharing with all staff and agencies involved withindividual children | Updated termly when writing IHCP’s/ provision updates. Relevant information in class files  As new children enter school and additional needs become apparent | SENCo | All staff aware of individual children’s needs |
| Audit and review PE curriculum to ensure PE is accessible to all | Audit current provision to identify areas in which access to PE could be improved  Gather information on accessible PE and disability sports  Seek disabled sports people to come into school | As needed | SENCo  PE Leader  HT/DHT/AT/ SLT | All children to have equal access to PE arrangements and able to excel in this subject |

**Improving access to the physical environment of the school**

Whittaker Moss Primary School is situated on a large, predominantly flat site with a large car park to the front. To ensure access to pupils, or their parents, with disabilities; the school has disabled parking bays, which have dropped curbs to ease access to the main school entrance. There is access to the rear of the building with a graduated slope for wheelchair access. The entrance to the main office is security enabled double doors which lead, with easy access for all, to the ground floor environment.

There are disabled toilets situated in both the main school building and Highwood building, changing facilities are also available. Access from classrooms direct into the school playground are flat and those who access the playground via doors off corridors are either flat too or have ramps installed. All doors throughout school are wide enough to accommodate a wheelchair, although some support would be needed to open the doors.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis. Further provision, will be negotiated when a pupil’s specific needs are known.

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| **Target** | **Strategies** | **Time-Scale** | **Responsibility** | **Success Criteria** |
| The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors | To create access plans for individual disabled pupils as part of the IHCP process when required  Be aware of staff, governors and parents access needs and meet as appropriate  Through questions and discussions find out the access needs of parents/carers through newsletters/questionnaires  Consider access needs during recruitment process in order to plan ahead | Written and updated termly and when children join the school or additional needs are identified  Induction and on-going if required  Annually  Fair recruitment  process | SENCO  HT  HT/SLT  HT/SLT | IHCPs in place for disabled pupils and all staff aware of pupils needs  All staff and governors feel confident their needs are met  Parents have full access to all school activities  Access issues do not influence recruitment and retention issues |
| Maintain signage and external access for visually impaired people | Ensure yellow markings are maintained and re-painted as necessary  Maintain external lighting  Ensure walkways are free from litter and hazards  Visually inspect and maintain signage in terms of damage and cleanliness | Annually  Daily  Daily | Site Manager | Visually impaired people feel safe in school grounds |
| Ensure all disabled pupils can be safely evacuated | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties  Develop a system to ensure all staff are aware of their responsibilities | Completed on a ‘needs basis’ in response to personal need  Annually in September | SENCo  SENCo | All disabled pupils and staff working alongside are safe in the event of a fire or emergency |
| All fire escape routes are suitable for all | Egress routes visual check | Weekly | Site Manager | All disabled staff, pupils and visitors able to have safe independent egress |

**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 hand-outs, 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 to be able to make the provision when required. The school’s ICT infrastructure will enable us to access a range of materials supportive to need.

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| **Target** | **Strategies** | **Time-Scale** | **Responsibility** | **Success Criteria** |
| Review information to parents/carers to ensure it is accessible. | Provide information and letters in clear print in “clear” English  School office will support and help parents to access information and complete school forms  Ensure website and all document accessible via the school website can be accessed by the visually impaired (possible link through you tube/external links). | During induction  On-going  Current | Office  School Office  SLT | 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 for pupils with a visual impairment  1-1 work (both child and class teacher) with the Visual Impairment Team (RANS) | Daily for class resources  Termly | Class Teacher  SENCo  School Office | Excellent communication  Pupils are able to access the curriculum independently and with confidence |
| Ensure all staff are aware of guidance on accessible formats | Guidance to staff on dyslexia and adjustments to make information accessible | Review annually or during new staff induction | SENCo  Class Teachers | Staff produce their own information |
| Languages other than English to be visible in school | Some welcome signs to be multi-lingual |  | HT/DHT/AT/ SLT  SENCo  Site Manager | Confidence of parents to access their child’s education |
| Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information | Ensure website is fully compliant with requirement for access by person with visual impairment.  Ensure Prospectus is available via the school website | As required | SENCo  HT/DHT/AT  School Office  SLT | Fair and equal access to information about the school |

**Management, coordination and implementation**

The SENCo and governing body of Whittaker Moss Primary School are responsible for this plan and will report on it annually. The SENCo will review and revise the plan as needed and definitely annually. This will be reported to governors. Detailed analysis of termly tracking assessments end of key stage assessment data will be used to evaluate the plan and the views of parents and pupils will also be considered in the evaluation process.

**Availability of the school’s plan**

This plan is available to view/download from the school’s website: <http://www.whittakermoss.rochdale.sch.uk> , or can be obtained as a paper version from the school’s office.

**Reviewed by**: *Mrs C Boughton SENCo*

**Date:** *February 2023*