

Shirley Warren Primary and Nursery School

Accessibility Plan

2021 - 2024

Introduction

At Shirley Warren Primary and Nursery I our values reflect our high expectations of everyone. All children are provided with high quality teaching and learning so that each child achieves and progresses all that they are able to. We are an inclusive school and everyone is of equal importance. Our school allows each member of the school community to feel valued. We strive to ensure there are no children who do not feel included or part of the Shirley Warren family as we recognise everyone's individuality and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school and therefore are committed to improving children's confidence and self-esteem as we know that children who feel safe and happy will achieve. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

Shirley Warren Primary and Nursery School has high expectations for pupils with disabilities, as with all pupils and expects them to be able to participate and achieve in every aspect of school life. Our commitment to equal opportunity is driven by our belief in inclusion for all irrespective of their need or background. We are committed to making sure that we:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve 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, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Vision

Equality of opportunity runs through all aspects of life at Shirley Warren Primary School, for pupils, staff and visitors. We aim to support pupil learning by actively promoting equal opportunity for all. Shirley Warren Primary School provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice when meeting pupils Special Educational Needs, including a range of disabilities and makes its policy known to parents. Provision determined in Statements of Educational Need is made for those pupils who have them.

The school has set the following priorities for the development of the vision and values that inform the plan:

- setting suitable learning challenges
- responding to pupils diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

To enable all pupils to access the curriculum staff will:

- Provide differentiation
- Make reasonable adjustments if a pupil has a disability
- Use the expertise of the Educational Psychologist, Occupational Therapist, Speech Therapists, specialist teachers and other outside agencies where necessary
- Use appropriate technology where needed
- Provide support where necessary
- Provide extra-curricular activities accessible to all pupils.

Information from pupil data and school audit



16/05/23

The Disability Discrimination Act defines a disabled person as 'someone who has a physical or mental impairment which has substantial and long term adverse effect on his or her ability to carry out normal day to day activities.' At Shirley Warren we endeavour to make all reasonable adjustments for such children. This includes training on diabetes, asthma, anaphylaxis, pre-teaching, post-teaching, precision teaching, Speech Therapy, Outreach, supporting children with visual and hearing impairments, and physiotherapy. As a school, we have a long history of teaching pupils with a wide range of Special Educational Needs and disabled pupils and staff have been fully included in all aspects of school life. Where necessary adaptations are made to the curriculum and equipment available to ensure full access. We are mindful that at present, due to the nature of the building that there is not full access to all parts of the physical environment for pupils. Adaptations are made as far as possible to timings, playtimes, lunchtimes, school trips, after school clubs etc to meet the needs of children with social interaction impairments and medical needs.

The main priorities in the school's plan

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

As a school our planning is differentiated to take account of the group/individual needs of all pupils including those with disabilities. Over time, we will plan for the curriculum to become more accessible to all pupils by taking account of individual needs in future planning, so that there is a gradual incorporation of adjustments into the curriculum. Teaching staff are responsible for leading and monitoring curriculum development and change and use their curriculum expertise to plan for all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations. It is the SENCO's role to coordinate and facilitate training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and wider school context. The SENCO also coordinates advice given by outside agencies and ensures its full implementation. All pupils with a disability have equal access to the formal school curriculum and those available beyond the school day. Page 3 of 7

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



Due to the current nature of the building, we are aware that large parts of the school are not accessible - at the moment Nursery and EYFS are fully accessible, KS1 is accessible for learning but not for toilet facilities- this would require exiting the main building and using Nursery toilets. . The main focus for the development of the physical environment is to make accessible toilet facilities. We will consult with Specialist Teacher Advisors and other agencies including Southampton City Council when considering the purchase of specialist equipment for individuals with disabilities or for building works.

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

As a school we currently share information with pupils with disabilities in a variety of ways:-

- face to face discussion;
- social stories;
- simplified and modified language;
- symbols on work e.g. smiley face for good work;
- pre printed explanation of work. handouts, timetables, worksheets, notices, information about school events on audio-tape, on video-tape, through sign language, using a symbol system

3: Making it happen Management - coordination and implementation

The Governing Body takes responsibility for ensuring that the schools' Accessibility Plan is implemented and reported on annually but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility. The Accessibility Plan will be reviewed and revised regularly by allocated staff and will be reported on, to the Governing Body, annually. The Accessibility Plan clearly set out lead responsibilities, clear timescales, resources and review mechanisms linked to success criteria.



Shirley Warren Primary and Nursery School
Accessibility Plan

<u>Action</u>	<u>By whom?</u>	<u>When?</u>	<u>Monitoring?</u>	<u>Report to</u>	<u>Success Criteria</u>	<u>Resources</u>
Ensure Admissions pack requests from parents/carers any additional medical need of parents and child	H.T Admin staff	Review of Admissions Policy/pack Annually	Office staff	Governors	School will be fully aware of the disability needs of all parents/carers and pupils	Admissions pack Policy Admissions
Review resources and information held in school with regard to SEND	SENDCo		SENDCo All staff	Governors	All staff working with children with disabilities will be aware of resources in school to meet individual needs	All SEND resources
Teachers planning includes opportunities for	Class teacher Subject Leaders	Already in place but ongoing monitoring to	SLT	HT then Governors via HT report	All planning and teaching will meet the need	Teachers planning and subsequent resources



all pupils to take part and achieve		take place and evidence collated			of every individual child and be adapted to meet the needs of all groups	
Individual Education Plan (IEP) continue to accurately reflect the needs of individuals and plans for interventions that are 'additional to and different' from those provided for other pupils	SENDCo with Class Teachers	IEP's reviewed termly	SENCO and then reported to HT	Governors	IEPs will accurately map out the next steps in learning and will outcomes will be judged against clear success criteria	IEPs Supporting resources
Ongoing medical training for staff on key medical issues for current children e.g. anaphylaxis, diabetes	Medical professionals	Rolling annual programme	HT and then Govs	Governors	All disabled pupils will be safe and all staff will be fully equipped to deal with necessary emergencies	Medical records and Health care plans Epi pens Handouts School nurse



SENCO/TA meetings that address the needs of individuals	SENCO	Formal meeting once a half-term Informal meetings are ongoing	SENCO and then reported to HT	Governors	All Teaching Assistants will be fully aware of the needs of all children in the school with a disability and the best way to meet their individual needs	SENCO TA Relevant paperwork
Continue to provide support for vulnerable children and families	DSL's ELSA SENCO Other agencies	Already in place Continue to provide daily/weekly support and liaison as necessary	DSL's SENCO	Governors	All Teaching Assistants will be fully aware of the needs of all children in the school with a disability and the best way to meet their individual needs	Weekly DSL meeting SENCO Relevant paperwork
To enhance liaison between PN/N and the main school for all children, and especially those with a disability, to ensure the	EYFS lead SENCo Teachers		SENDCo HT EYFS lead	Governors	Transition into the main school will be smooth and trouble free	SENCO E.P. Other professionals linked with individual children



main school is prepared and arrangements can be put in place.						
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The Physical Environment

<u>Action</u>	<u>By whom?</u>	<u>When?</u>	<u>Monitoring?</u>	<u>Report to</u>	<u>Success Criteria</u>	<u>Resources</u>
Liaise with SCC to discuss the needs of the school and the current access. Put a plan of action in place.	HT Site Manager	By May half term	N/A	Governors	Plan in place to improve access (particularly to toilets)	Floor/building plans budget
(linked to above) Improve the access to the KS1 toilets.	Health and Safety Governor Site Manager HT	2022	Site Manager	HT Governors	The main building is accessible	Building plans budget



Maintain the Fire Management Policy to include a strategy for assisting disabled pupils/visitors and staff to evacuate	Fire safety Coordinator Site Manager HT	Ongoing	HT	Governors	All staff and pupils will be safely evacuated from the building in the event of a fire	Fire Management
To consider having a designated disabled parking spaces or areas to park	Health and Safety Governor Site Manager HT	For September 21	HT	Governors	To have designated disabled parking bays/areas	
To review and improve signage for access to the school	Health and Safety Governor Site Manager HT	For September 2021	HT	Governors	To have signposts that inform visitors where things are in the school	

Information Access

<u>Action</u>	<u>By whom?</u>	<u>When?</u>	<u>Monitoring?</u>	<u>Report to</u>	<u>Success Criteria</u>	<u>Resources</u>
The Accessibility Plan will be available on the school website	IT Manager	Once ratified (May 21)	Governors Health and Safety	Governors	The school will be meeting its statutory requirements	School website



Ensure that all pupils, staff and parents are assured of confidentiality when disclosing information and know disclosures will be handled sensitively	DSL's Teachers SENCo within the context of the school prospectus	Ongoing	DSL's DATA Protection Officer (GDPR)	Governors	All pupils will feel confident to fully disclose information with regard to their disabilities and there will be improved opportunities and outcomes for pupils	Safeguarding policy and procedures Disability Equality Scheme
Adaptations to the daily timetable to take into account the needs of individual pupils	SENDCo Class teachers HT	Ongoing	SENDCo Class teachers	HT Governors	All children with a disability feel fully supported within the school environment	Relevant professionals involved with the child
Further purchase of materials that portray positive images of people with disabilities	SENDCo	Ongoing	HT	Governors	People with a disability will be portrayed with a positive image within a range of school materials	Books Leaflets Photographs Posters
Policies will be reviewed and evaluated to ensure they reflect the	All subject leaders and Governors	Ongoing	Governor HT	Governors	All policies will reflect the disability equality duty	School policies



disability equality duty to pupils, staff and parents						
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