



WALNEY SCHOOL

ACCESSIBILITY PLAN

Date Approved:	September 2016
Approved By: H&S, Community & Marketing Committee
Next Review Date:	August 2019
Author/Reviewer:	Mrs V Lloyd
Version No.:	003

ACCESSIBILITY PLAN

Walney School

1. This Accessibility Plan has been drawn up in consultation with the community, pupils, parents and staff of the school and covers the period from September 2016 – August 2019.
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 developing a culture of awareness, tolerance and inclusion.
3. Walney School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain 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 far as is reasonably possible 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. The SEN department provides a parent-friendly leaflet with information regarding the Pupil Support Department and the work undertaken with young people with SEND. Other examples of relevant information 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.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted as required. New Plans will be drawn up every three years.
6. 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.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities and Diversity
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour Management
 - School Improvement Plan
 - Asset Management Plan
 - School Brochure and Mission Statement
 - Teaching and Learning File
8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
9. The School Brochure will make reference to this Accessibility Plan.
10. The School's complaints procedure covers the Accessibility Plan.

11. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
12. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
13. The Plan will be inspected as part of the Ofsted Inspection process.

This section has been adapted from **Accessible Schools: Planning to increase access to schools for disabled pupils DfES 2002**.

It is intended to assist schools in auditing existing provision and access. It is not exhaustive but should encourage a flexible approach to questioning the accessibility of your school.

7.1.1 Statement	Evidence	7.1.2 Action Required
<p>The layout of areas allows access for all pupils, such as</p> <p>Academic areas: eg, classrooms, hall, library</p> <p>Sporting Areas: eg, gym, outdoor sporting facilities</p> <p>Social areas: eg, dining hall, reception, common room</p> <p>Play areas: eg, playground, wet play area</p>	<p>Internal classrooms, the library and other spaces are all wheelchair accessible.</p> <p>Door frames are not all the correct width, but wheelchair users can access all classrooms despite this. The older part of the building quite pre-dates the DDA, therefore reasonable adjustments have been made where possible.</p> <p>Some classrooms are not large enough to accommodate wheelchairs without moving furniture to allow for access.</p> <p>The newer building is DDA compliant.</p> <p>ASC students are allowed to access student support for changing facilities for PE.</p> <p>All SEN students are supported in the dining hall at dinnertime and have supervised areas they can use at break and dinner times.</p>	<p>Investigate the possibility of smaller classes in these situations.</p> <p>Teachers manipulate furniture so students have better access.</p> <p>Positioning in the classroom is important for all students with difficulties.</p>
<p>Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps</p>	<p>All academic areas are accessible by slopes in the building or by the lift. There is one area where users with mobility issues or wheelchair users cannot access. If lessons are timetabled here then they are moved to a different classroom.</p> <p>Some corridors are very narrow, creating a bottleneck at times.</p> <p>This is avoided by allowing students to leave lessons early.</p>	<p>Internal remodelling of the premises as part of the enlargement programme now allows access to all of the premises. New platform lifts have been installed.</p>

<p>Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed. Showers are available and accessible.</p>	<p>We have three disabled toilets with shower facilities. All bathrooms have a ceiling tracking hoist and changing beds.</p> <p>There is also a disabled toilet on the first floor for more able-bodied users.</p>	
<p>Pathways around school are safe and well signed. Parking arrangements are logical and safe</p>	<p>All slopes have fencing round them and are at the correct gradient.</p> <p>Disabled parking is as close as it can be to the school.</p> <p>Parking places are well marked.</p> <p>Home to school transport for disabled students have easy access and egress to the building at either end of the day.</p> <p>External steps have been painted to enhance visibility.</p>	
<p>Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory</p>	<p>Every child who has a disability has a risk assessment and fire procedure policy written about them. Adult support fire teams are in place and undertake termly full practice sessions.</p> <p>Risk assessments with temporarily mobility-impaired students outlining fire evacuation procedures.</p>	<p>Visual Alarms have been installed in areas identified as required.</p>
<p>Tactile signs, including lifts with tactile buttons help disabled learners to use the building.</p>	<p>Tactile signs are in place in the new extension.</p> <p>Lift buttons are also tactile.</p>	<p>Tactile signs to be installed in the existing building as signage is replaced.</p>
<p>Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy</p>	<p>Displays in classrooms can be too busy for visually impaired students.</p> <p>All classrooms are neutral colours.</p> <p>Different floor coverings are demarcated by silver or black strips.</p>	<p>Continue to make staff aware of the appropriate displays and fonts, colours etc., when arranging noticeboards.</p>
<p>All areas are well lit</p>	<p>Good lighting is available in all classrooms.</p> <p>Natural light is available in all classrooms.</p>	<p>Looking at possibility of a room with up-lighters to be used by ASC students when they need a safe place to calm down or be de-stimulated.</p>

Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	This occurs as far as is reasonably practically possible.	The noisy heaters in some classrooms need to be replaced with quieter appliances.
Furniture and equipment selected, adjusted and located appropriately, eg, height adjustable tables are available, low level sinks etc	Adjustable furniture available in technology and the PSD. All other tables can be accessed by wheelchair users. Adjustable worktops have been installed in the catering & hospitality kitchen area in the SEN Department	Need to increase our stock of height-adjustable tables or tables with wells.

This section has been adapted from **Accessible Schools: Planning to increase access to schools for disabled pupils DfES 2002**.

It is intended to assist schools in auditing existing provision and access. It is not exhaustive but should encourage a flexible approach to questioning the accessibility of your school.

7.1.3 Statement	Evidence	7.1.4 Action Required
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	<p>INSET sessions are led by Educational Psychologists on ASC and the SATS for Hearing Impaired.</p> <p>SENCo and TAs available for consultation with other teaching staff and advice is given and sought where appropriate.</p> <p>HLTA is currently undergoing ASC MA level work.</p> <p>INSET session given by Specialist Advisory Teacher on strategies to use with ASC students.</p> <p>Regular liaison with Specialist Advisory Teachers for SLCN, PMD, ASC</p>	Ensure regular INSET sessions from internal and external providers
Classrooms are optimally organised for disabled pupils	Seating plans are arranged to best meet the needs of students with disabilities in those classrooms. eg a VI student sits at the front and wheelchair users sit closest to the door	When space is tight furniture may need to be moved.
Lessons provide opportunities for all pupils to achieve, ie are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate.	<p>All mixed ability teaching classes, with a heavily differentiated curriculum.</p> <p>Teaching is through a range of methods and has been observed to include individual, paired, small group and whole class work.</p> <p>TAs are distributed to maximise the students ability to achieve in lessons, depending on the needs of the student. e.g. an ASC student has support in PE as they are only able to work in a small group, whereas they have a strength in Art and so no support is given in that lesson.</p>	Regular INSET on differentiation and meeting individual needs.

All pupils are encouraged to take part in music, drama, and physical activities	The school show has open auditions in drama and music. ASC students are in school sports teams.	To continually encourage SEND students to attend these opportunities and support them to do so if necessary.
Staff recognise and plan for the additional time and effort needed by some disabled pupils, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	Some TA and teaching staff allow students with literacy difficulties to use bypass strategies – e.g. laptops, scribes, bullet points.	Regular INSET on differentiation and meeting individual needs.
All staff plan for additional time required by some disabled pupils to use equipment	Staff allow additional time in lessons and for assessments to allow students to perform to the best of their ability.	Regular INSET on differentiation and meeting individual needs.
Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport	Some ASC students work in small groups with a TA to access a non-contact version of the game e.g. rugby, football. Some students are taught to officiate rather than be involved more physically.	Currently sourcing a purpose-built gym on site to allow some students to access physical exercise within the school.
ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils	Clicker 6 is available – but not readily accessed by students.	Looking at possibility of voice recognition software for some computers. Installing and using Clicker 6 more readily (although it is not very popular with the students).
School visits, including foreign visits, are accessible to all pupils, regardless of attainment or impairment	All students are given the opportunity to access appropriate trips following risk assessments, where reasonable adjustments are considered.	All school trips to be sanctioned by the SLT for approval prior to letters going home. This sanctioning is to be mindful of the accessibility for all students.
All staff have high expectations for all pupils	Academic targets for students are set in line with all students are supported to achieve those targets. Key Stage two data often with an aspirational target	Regular INSET on differentiation and meeting individual needs.
All staff strive to remove barriers to learning and participation	Teaching and support staff work together to remove barriers to learning. There is a team of support staff who support inclusion and behaviour, as well as a Pupil Support Department, LSU and Engagement Centre to meet students' needs. These teams all liaise with teaching staff to best address each individual's strengths and difficulties	Regular INSET on differentiation and meeting individual needs.

This section has been adapted from **Accessible Schools: Planning to increase access to schools for disabled pupils DfES 2002**.

It is intended to assist schools in auditing existing provision and access. It is not exhaustive but should encourage a flexible approach to questioning the accessibility of your school.

Statement	Evidence	Action
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner.	INSET was delivered by the SAT HI specialist regarding talking to HI students and use of the hearing aid transmitters. INSET delivered by Specialist Advisory Teachers and strategies to use on communicating with students with ASC.	Ensure regular INSET on meeting individual needs.
All written communication follows an agreed house style using an appropriate font and size, eg, Arial/ Comic Sans Serif size 12 or larger on buff paper	This is not currently in place. Letters are checked by SLT before they go out to parents.	
The school liaises with LEA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	As appropriate school would liaise with LA support services as required, including translation services. Texts are sent home to increase access to information for parents. As far as possible letters and reports are free from jargon and written in accessible language, although parents still feel that more could be done regarding this matter.	Staff to continually be mindful of jargon in their communications. School to collate information on parental needs regarding communication when the data trawls take place.
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/Powerpoint presentations etc	In Annual Review meetings paperwork is always either read aloud or précised for visitors. Initial meetings with SLT for all new Year 7 parents to be held to discuss school expectations and communication channels.	Parent meetings to be presented visually – e.g. by Powerpoint.
Information is easily accessible through the school website.	There is a school website which can be accessed by all parents and the community. The up to date school prospectus is available to download from the website.	Other additions to the school website could include: <ul style="list-style-type: none"> • The school dinner menu • Information about after school clubs Other suggestions by The Parent Voice group easier navigation through icons.

Visitors to the school feel relaxed and welcomed.	<p>The reception is separate to the main school building and has a seating area.</p> <p>Sometimes staffing dictates that staff are not available to deal immediately with visitors.</p>	<p>Visitors should be asked as a matter of course if they are ok to complete the visitors' book.</p> <p>All staff in reception, including passing members of staff should be aware of the stress some visitors feel when coming to school.</p>
School-home communication is transparent and parents/carers and community members know with whom to communicate.	<p>Parents communicate that unless their child has a key worker they are not sure who to contact regarding matters involving their child.</p>	<p>Information to be available on the website or in the prospectus regarding communication channels.</p>