

Westgate Primary School

Accessibility Plan

2012 - 2015

Accessibility Plan approved by the governors on 28 June 2012

Signed:

..... *A. Beese* Chair of Governors
..... *B.H.P. Curtis* Head Teacher

Access to the Physical Environment

Targets	Activities	Timescale	Responsibilities	Success Criteria
To ensure all staff and governors understand issues of accessibility and the physical environment at the school.	Brief staff / governors annually on accessibility and the physical environment. Ensure that all staff are clear about how to raise issues of accessibility.	June 2012 Annually Induction of new staff	HT / LT	Raised confidence of staff and governors in commitment to meet access needs.
To ensure that access to school buildings and site can meet diverse pupil needs.	Accessibility and clarity of signs around the school. Adaptations to be made to meet the needs of pupils e.g. pupils with visual impairment or autism. Staff training to raise awareness of a range of barriers to learning for pupils with sensory impairment, including classroom layout, décor etc.	On-going Training and adaptations made as appropriate following identified needs	HT / LT Inclusion Manager Governors HT / LT Inclusion Manager	Access to school, building and site is improved. Staff training and programme of adaptations timetabled.
To ensure that classrooms are organised to promote the participation and independence of all pupils.	Plan classrooms in accordance with pupil need. Organise resources within the classrooms to reflect pupil need. Incorporate accessibility into any proposed structural alternatives. Provide quiet areas within the school grounds.	On-going	All staff	Appropriate use of resources that meet the diverse needs of all pupils.
To ensure venues for school trips are suitable – Transport, access, toilets, etc...	Pre-visits. Risk assessments carried out by school of suitability. Venue and coach company risk assessments obtained.	All school trips	HT / EVC All staff	Accessibility arrangements outlined provide equal opportunities for all children to participate in off-site activities.

Targets	Activities	Timescale	Responsibilities	Success Criteria
To ensure that all pupils can be safely evacuated.	<p>Ensure staff are aware of emergency evacuation plans and ensure staff are aware of their responsibilities.</p> <p>Regular evacuations of school building. Any actions arising followed up.</p> <p>Additional fire bells to be installed in the playgrounds on outside walls to ensure coverage of playgrounds and field.</p>	<p>April 2012 Annually</p> <p>6 times per year On-going</p> <p>September 2012</p>	<p>All staff</p> <p>HT / Caretaker / All staff</p> <p>HT</p>	<p>All children and staff are safe and confident in an event of a fire.</p> <p>Details of evacuations and actions logged.</p> <p>Fire alarm can be heard by all pupils and staff both inside and outside the school building</p>
To ensure that all corridor areas are accessible to all pupils, staff and visitors.	<p>Clear corridors, other walkways and other areas of unnecessary items.</p> <p>Monitor the areas to ensure that they are accessible at all times.</p>	On-going	All staff	Corridors are free from obstructions and access is clear for all.
To complete accurate premises and site inspection / Health and Safety Audit.	<p>Termly inspection of school building and site.</p> <p>Action plan produced.</p> <p>Ensure H & S audit covers accessibility and medical needs and that plans are in place to make good any deficiencies.</p>	<p>3 times a year – November, March and June</p> <p>On-going</p>	HT / LT / Governors / Caretaker	<p>Inspections take place and any actions identified are followed up.</p> <p>Health and Safety procedures are correct and in place.</p>

Access to the Curriculum

Targets	Activities	Timescale	Responsibilities	Success Criteria
To increase confidence in all staff in differentiating the curriculum.	Provide necessary training for teachers / TAs to meet all pupils' needs.	On-going	HT / LT Inclusion Manager CPD coordinator	Raised staff confidence in strategies for differentiation and increased pupil participation.
To improve provision ensuring that all pupils with AEN can participate fully in the school's curriculum.	Purchase any necessary resources. Review of teaching and learning strategies and plan for improvement. Monitor lessons to ensure they provide opportunities for all pupils to achieve.	On-going	HT Inclusion Manager All subject leaders	Improved curriculum access for all pupils.
To respond to pupils' diverse needs and to overcome potential barriers to learning and assessment for individuals and groups of pupils.	Support staff to ensure lessons are responsive to pupil diversity. Additional time and use of equipment to be provided to meet needs e.g. access to computer technology. Rigorous monitoring of vulnerable groups.	On-going	HT Inclusion Manager Assessment Leader	Strategies in place to enable full curriculum access for pupils with a range of disabilities.
To reflect identified areas of need in lesson planning and delivery.	Day books to include evaluations of all lessons – used to inform planning – a key element of effective Assessment for Learning.	September 2012 On-going	All staff	Planning is differentiated to meet the needs of all pupils.
To use IT equipment and software to support learning and for the identification of needs.	Purchase additional computers. Ensure software is installed where needed and that staff can confidently access and use programs. Use ICT to screen for dyslexia /dyscalculia.	April 2012 On-going On-going	ICT subject leader Inclusion Manager HT / Inclusion Manager	Wider use of ICT and SEN resources in library and all classes.
To develop and maintain the above on an annual basis to ensure that the curriculum is fully accessible.	To provide training with appropriate support services for relevant staff.	2012 - 2015	HT / LT / Governors	All practice reviewed on an annual basis

Improving access to written information

Targets	Activities	Timescale	Responsibilities	Success Criteria
To ensure availability of written material in alternative formats.	Produce information, newsletters etc. in different formats for those that require it (obtaining advice from Support Services). Improved use of Parent Mail and information on school notice board.	On-going	All staff HT / LT Office staff	All parents getting information in format that they can access. Delivery of school information to parents and the local community is improved.
To raise awareness of adults working at, and for the school on the importance of good communication systems.	Guidance and training as appropriate.	On-going	All staff	School is more effective in meeting the needs of pupils.
To produce a new school brochure.	Redesign brochure. Seek advice on making information accessible.	April 2012	HT	Parents/carers feel confident in the information they have about the school.
To ensure children become more aware of their own leaning styles and access needs.	Encourage pupils to express their access needs and explore learning styles.	September 2012	All staff and pupils	Children able to articulate their access needs and understand their own learning styles.
To provide alternative means of communication for parents.	Parent meetings to be arranged to meet identified needs. Support / information provided by Parent Support Advisor.	September 2012	HT / Inclusion Manager Parent Support Advisor	Good inclusive practices are developed to ensure information is presented to assist people with different needs.
To maintain above practice and review annually.	Regular review of need and delivery of alternative formats as needed.	Annually	HT / LT / Governors	Information available for parents and pupils in a variety of formats.