



West Wimbledon Primary School

Accessibility Plan

Title:	Accessibility Plan
Status:	Final
Version:	1.2
History	Written in Jan 2020
Owner	SLT
Date of next review	Jan 2023

Approved: Chair of Governors

Headteacher

Date:

Date

This Accessibility Plan covers the period from Jan 2020 to Jan 2023.

Aims

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.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils, staff and visitors to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information

West Wimbledon Primary aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

West Wimbledon Primary 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 necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of the Equalities Act 2010). 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.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Federation's Full Governing Body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

West Wimbledon Primary School Accessibility Plan 2020-2023

ACTION PLAN

Action	Resp	Timeframe	Cost/ Resources	Review/ Outcome
Respond to individual needs when they arise <ul style="list-style-type: none"> • HH access to work • Identify through admissions process • Individual plans agreed and implemented 	RW BB/PL HL	Spring Ongoing Ongoing	£2,200 None As reasonable	
Create a pupil equalities adjustment register to use with all staff as a checklist for classroom adjustments <ul style="list-style-type: none"> • HL/PL to audit and create register • Distribute to all staff • Monitor implementation 	HL/PL HL HL	Spring 2020 Summer 2020 Ongoing	None	
Wider disability/equalities awareness training for staff <ul style="list-style-type: none"> • ASD training continuing • Include in annual reminders • Invite Access to Work to staff meeting around adjustments for HH • As needed for disability issues identified 	HL/MD PL RW PL/RW	Ongoing Sep annually Sum 2020 Ongoing	Trainer Trainer?	
Replicate bias and equalities Inset session for West Wimbledon in 2020-21	PL	2020-21	Trainer	
Continue training focus on Teaching and Learning framework for teachers and support staff	PL	Ongoing		
Ensure equalities adjustment focus within curriculum review work underway in Early Years, Treetops and Mainstream	SLT	Ongoing	Resource budget as necessary	

Incorporate accessibility adjustments into renovation and school maintenance works, particularly for wheelchair accessibility around the ground floor entrances and step contrast colour edging	DW	Ongoing	Capital budget as necessary	
Improve brightness through projector or bulb replacement in hall	DW	Summer 2020	£3,000	
Incorporate accessibility adjustments planning into annual Health and Safety Audit and site checks.	DW	Annual	Capital budget as necessary	

ACCESSIBILITY AUDIT JAN 2020

This audit covers the three main strands of the planning duty:

1. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

2. Increasing the extent to which disabled students can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organization and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments to access will be dependent on individual needs.

3. Improving the delivery of information that is provided in writing to students with disabilities

Any students requiring additional support are clearly identified on entry to school, and throughout their time at the school. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

Answer: 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

Increasing disabled pupils participation in the School Curriculum		1	2	3	4	Comments for school use
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		✓			We cover ASD and SEND disability well, but need to update wider disability training for staff
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓				Specialist training available through LA (e.g. portage service) and SEN teaching school and children's medical care teams. E.g. epilepsy, ASD (attention autism approach, MAPA training)
3	Do all staff seek to remove all barriers to learning and participation?	✓				Teaching staff have good awareness of individual needs of children in their class – teacher handover meetings, SENCo/Teacher provision map writing. Regular lunch supervisor training contains focus on individual children needs. Other examples include varying handwriting pens/ pencils.
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?		✓			Most needs met through focus on quality first teaching alongside targeted in-class support. All classes have targeted intervention programmes for additional support, regularly adjusted. Additional support for children with EHCPs through some 1:1 and specialist support. Access arrangements for Key Stage 1 and Key Stage 2 SATs.
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✓				Popular drama clubs available to all year groups, all children take part in class music/drama performances. Full PE/sport curriculum provided for all children.
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	✓				Children with additional needs supported by higher adult ratios (e.g. Treetops TAs) to encourage participation, with suitable modified equipment e.g. sponge balls, larger rackets.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?		✓			Out of class experienced SENCo writes provision maps alongside teachers to ensure that planning and provision meet needs. Regular SEN training (e.g. of SALT and ASD) to support teacher professional development.
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?		✓			Additional PD is tailored for adults supporting children with specific needs. Focus on dyslexia through all staff PD to recognise and accommodate need. Perhaps could be more systematically addressed through an equalities adjustments register.

9	Do you provide access to appropriate technology for those with disabilities?		✓		On case by case basis as necessary, e.g. hearing loop, laptop for typing.
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?		✓		Yes – risk assessments carried out to look at accessibility. Children supported 1:1 to participate if necessary. Trip planning involves parents from early stage.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		✓		E.g. teaching slide design in microscopic steps, maximising attention and with background colour. As required for specific pupils. Could be further developed through equality adjustments register.

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Improving the delivery of information to disabled pupils		1	2	3	4	Comments for school use
12	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?				✓	No pupils, but available through Merton SEND support.
13	Do you have the facilities such as ICT to produce written information in different formats?	✓				
14	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	✓				Email, text message and printed formats. Example of access to work adjustment for VI member of staff.

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Improving the physical environment of the school		1	2	3	4	Comments for school use
15	Is furniture and equipment selected, adjusted and located appropriately?	✓				Desk and chair height adjustments, DSE assessments, adjustable tables for Treetops. SEND resources in line with equality adjustment needs (e.g. theraband, sloping boards, wobble cushions, putty)
16	Are pathways and routes logical and well signed? <i>(both internal & external)</i>		✓			Internal well signed, external could benefit from additional signage
17	Do you have emergency and evacuation procedures to alert ALL pupils?	✓				
18	Is appropriate furniture & equipment provided to meet the needs of individual pupils?		✓			Includes adjustable desk height, writing implements, voice recording/playback devices.
19	Do furniture layouts allow easy movement for pupils with disabilities?		✓			Classrooms of good size and class teachers decide room layout for attention and accessibility

20	Are quiet rooms/calming rooms available to children who need this facility?	✓				Swift room, OT room, sensory room, nurture/ELSA rooms
21	Are car park spaces reserved for disabled people near the main entrance?	✓				Yes – 2 spaces
22	Is easy movement around the site and the main entrance possible?		✓			Easy movement around main entrance and external site. Some internal fire doors make unaccompanied wheelchair access difficult
23	Do any entrance steps have a contrasting colour edging?				✓	Need to consider adding this
24	If there are steps, is a ramp provided to access all main entrances?			✓		On one main entrances. Not on KS2 and KS1 main entrance (single step). Previously rapid temporary adjustments have been made to these doors and alternative routes can be found for occasional use. Consider adding ramps.
25	Is there a continuous handrail on ramps and steps to main entrances?				✓	No handrails – need to consider this.
26	Is it possible for a wheelchair user to get through the principal door unaided?		✓			Door pulls towards user and can be hooked open.
27	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?		✓			Double swing doors can be managed with assistance
28	Do all internal doors allow a wheelchair user to get through unaided?			✓		Corridor doors all OK. Width is 83cm on most classrooms Door stops added to classroom doors
29	Do all the corridors have a clear unobstructed width of 1.2m?	✓				
30	Does each block have a wheelchair accessible toilet?		✓			In Hideout and in Treetops, but this is part of the same block as the mainstream school. May consider additional in future.
31	Does the school have accessible changing rooms/shower facilities?	✓				In Treetops
32	Do any internal stairs have contrast colour edgings?		✓			With new flooring on Year 4/5 stairs. Needs to be done with flooring replacements on the other two sets of stairs.
33	Is there a continuous handrail on each internal stair flight and landing?	✓				
34	Does the school have a lift(s) that can be used by wheelchair users?				✓	No lift. School events are mainly focused in the Hall (e.g. parents evenings and performances). A long term wheelchair user needing daily upstairs access would need very significant adjustments.
35	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?			✓		Not through KS1 and KS2 main exits. No wheelchair user currently.
36	Are non-visual guides used to assist people to use the buildings?				✓	Would be needed for specific circumstances
37	Is none of the décor confusing or disorientating for pupils with disabilities?		✓			Classroom focus on minimising distraction and adapting for needs, including design of teaching slides and materials.
38	Is a hearing induction loop available (either fixed or portable) in the school?				✓	Not a current requirement
39	Does the school have a "Soundfield" sound reinforcement system?				✓	Not a current requirement

40	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)			✓	In office lobby but nowhere else in school. A temporary need could be addressed through PEEP.
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Summary of Action Points

- Create a pupil equalities adjustment register to use with all staff as a checklist for classroom adjustments
- Wider disability/equalities awareness training for staff
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- Continue training focus on Teaching and Learning framework for teachers and support staff
- Ensure equalities adjustment focus within curriculum review work underway in Early Years, Treetops and Mainstream
- Incorporate accessibility adjustments into renovation and school maintenance works, particularly for wheelchair accessibility around the ground floor entrances and step contrast colour edging
- Improve brightness through projector or bulb replacement in hall
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