

# **Accessibility Plan**



## **WAKEFIELD METHODIST (VC) J, I & N SCHOOL WITH COMMUNICATION RESOURCE and BEFORE AND AFTER SCHOOL CARE CLUB**

**Agreed: Autumn 2016**

**Review Date: Autumn 2019**

## OUR MISSION STATEMENT

**“As a Christian School where prayer is an important aspect of our lives we are committed to provide a happy and caring learning environment in which staff and pupils work in partnership with parents to promote the desire to learn”.**

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

‘A person who has a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities’.

This definition is broad and includes children and adults with a wide range of impairments, including learning difficulties, dyslexia, Autism, Speech and language impairments, ADHA, diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activities is whether it affects one or more of the following:

- Mobility
- Manual Dexterity
- Physical Co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

### **This plan addresses the following areas:**

- **Physical Environment** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors.
- **School Curriculum** – Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary 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.
- **Awareness** - Building awareness of staff through training and development and heightening children’s awareness of issues related to disability.
- **Communication of Information** – Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.

## Wakefield Methodist School Accessibility Plan 2016-2019

### Access to the Physical Environment

**Progress to date:**

- Disabled toilet facility
- Swimming pool risk assessment carried out for wheel chair uses at the local swimming pool
- Ramp access to main school entrance and fire assembly point
- Door-ways are wheelchair friendly and all areas of school on ground floor
- Disabled car parking space
- Specialised equipment for hearing impaired
- Staff trained in lifting and handling.

| Priority  | Lead People | Strategy/Action  | Resources                   | Time        | Success Criteria   |
|---|-------------|--|-----------------------------|-------------|--|
| Improve signage to indicate access routes around school                     | Headteacher | Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school. Provide access plan of building in reception area for visitors to school | Cost of signs, where needed | Summer 2017 | Disabled pupils, parents and visitors aware of wheelchair access to all parts of the school.   |
| Improve the quality of provision for children with specific emotional needs | Headteacher | Increase number of tranquil spaces within school for pupils with additional needs  | H&S budget                  | Summer 2017 | All pupils who need access to a tranquil space or Safe Space due to emotional needs have a designated space (described in Individual Learning Plan or Behaviour Support Plan). |

## Wakefield Methodist School Accessibility Plan 2016-2019

### Access to the Curriculum

#### Progress to date:

- Specific children have labelled iPads or laptops for specific needs (e.g. clicker 6, tux type)
- Provision of appropriate sensory processing aids for specific children following advice from occupational therapist and CIAT.
- SEND training for all staff from SENCO
- Specialised and differentiated PE planning following advice from outside agency
- Monitoring of teaching and learning to ensure Quality First Teaching
- Book Scrutiny to ensure differentiated curriculum
- Consultation meetings with Educational Psychologist Service, Learning Support Service and Communication and Interaction Access team, offering advice and strategies for teaching staff
- Training for specific interventions

| Priority  | Lead People        | Strategy/Action   | Resources             | Time             | Success Criteria   |
|---|--------------------|---|-----------------------|------------------|--|
| Further develop inclusive, quality first teaching.                            | All teaching staff | Information for teachers on differentiating and personalising the curriculum for pupils with additional needs.  | SEN drop in sessions. | Autumn 2016      | Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons |
| Appropriate use of specialised equipment to benefit individual pupils & staff | SENCo              | Reasonable Adjustments in the Classroom Checklist to be shared with all staff.<br><br>Commit to provide appropriate ICT resources to meet pupil need. | Specialist equipment  | In place ongoing | Increased access to the Curriculum<br>Needs of all learners met.   |
| Provide specialist play equipment   | SENCo & Teachers   | Enable disabled pupils to enjoy play which would usually be inaccessible.   | Specialist equipment  |                  | Disabled pupils have active, inclusive playtimes 'wet play' and outside play.  |
| Parental pupil feedback   | SENCo              | Consultation with parents of pupils with SEND.  |                       | Spring 2017      | Feedback used to inform future priorities and school improvement.  |

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### Building Awareness

#### Progress to date:

- Staff regularly attend training on specific areas, e.g. ASD, Speech and Language, literacy and numeracy interventions etc.
- SENCO training provide awareness of updates in the SEND Code of Practise.
- SENCO Completing National Award
- PSHCE/SEAL curriculum ensures that children understand diversity and disabilities.

| Priority   | Lead People                      | Strategy/Action   | Resources | Time        | Success Criteria   |
|--|----------------------------------|---|-----------|-------------|--|
| Using Specialist HLTA/EAL lead to support other ESAs to meet needs of specific children. | SENCo<br>Specialist<br>HLTA, EAL | ASD, EAL, HLTA specialist used to mentor other special needs staff. |           | Summer 2017 | Specialist staff working to support other staff to support children in school. |

## Wakefield Methodist School Accessibility Plan 2016-2019

### Access to Written Information

#### Progress to date:

- Pro-active parents contacted by SENCO to ensure that parents of pupils with SEND are listened to and have opportunities to raise concerns or share successes.
- Children and families play crucial role in EHCP reviews.
- Local offer is on school website
- SEND folders are provide for all teaching staff.
- All vulnerable children receive enhanced transition throughout school
- Accessibility plan placed on Website.

| Priority   | Lead People  | Strategy/Action  | Resources   | Time        | Success Criteria   |
|--|--------------|--|---|-------------|--|
| Supply teachers to be aware of vulnerable and SEND children. | SLT/SENCo    | Supply staff to be briefed on the needs of specific children in class                                |   | Ongoing     | Supply staff aware of the needs of children in classes they teach so they plan and teach accordingly.  |
| Availability of material in alternative formats              | SLT/EAL lead | All staff and parents aware of services available for requesting information in alternative formats. | Contact details & cost of information in alternative translation adaptation | Spring 2017 | Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats. |