

## Waterville Primary School: Accessibility Plan 2018-20

This Accessibility Plan covers the period from September 2018-July 2020.

At Waterville Primary School we are committed to providing a fully accessible environment which values and include all pupils, staff, parents and visitors regardless of their race, language, gender, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and to developing a culture of awareness, tolerance and inclusion. Our commitment to this is outlined in our Equality and Diversity Policy and Single Equality Plan.

Within our school population, including staff, pupils, parents and carers, we have individuals with a range of special needs and disabilities. These include hearing impairment, moderate learning difficulties, language and communication difficulties, physical disability and needs relating to social, emotional and mental health.

Waterville Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The following areas will form the basis of the Accessibility Plan with relevant actions to:



- Increase access to the curriculum
- Improve the delivery of written information to pupils, parents and visitors.

Attached is a plan, relating to these aspects of accessibility. These plans will be reviewed and adjusted every two years, or sooner, should the needs of stakeholders change significantly.

It is acknowledged that there will be a need for ongoing awareness raising and training for all staff and governors in the matter of accessibility and the potential need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Health and Safety
- SEND information report and the Local Offer
- Behaviour Policy
- School Improvement Plan
- School Prospectus and Vision Statement
- Assessment for Learning
- Single Equality Plan/Equality and Diversity Policy

The school will work in partnership with the LA in developing and implementing this plan. This  document should be read in conjunction with the LA's Accessibility Strategy. 

This plan will be monitored through the Health & Safety Committee of the Governing Body.

Waterville Primary School: Accessibility Plan 2018-20 Increase Access to the Curriculum

Target	Strategy	Outcome	Timeframe	Achievement
Curriculum enrichment activities ensure the participation of the whole range of pupils	Review all of out of school provision to ensure equal opportunity for all pupils.	Out of school activities will be inclusive	Termly	Attendance at OOSA is broadly representative of the school population as a whole.
Increased awareness of issues related to special educational needs and disabilities.	<p>Provide training for staff and pupils (where appropriate) on hearing impairment, attachment, dyslexia, Autism spectrum disorders.</p> <p>Provide “summary” documents for staff to see at a glance how they can best support/interact with children with complex SEND, even if they don’t usually teach</p>	<p>School community will benefit from a more inclusive school and social environment.</p> <p>Outcomes for learners with SEND will improve and the gap will be narrowed between their achievement and that of all pupils nationally.</p>	2018-20	<p>An aware inclusive, tolerant school</p> <p>APS narrowing between all children and children with SEND.</p>

	them.			
Improved, targeted support for children with SEND.	Improve the quality of target setting for children with SEND through staff training and development relating to SEND Support Plans and Provision Maps.	Support Plans will be SMART and will be effectively shared with home/school staff.	Half termly	Targets will impact positively on the achievement of children with SEND.
Explore strategies to engage EAL pupils in the curriculum.	Adopt technologies which allow dual language access to the curriculum. Increase dual language texts. Improve the quality of support available through engagement with the EMTAS team.	EAL learners are effectively engaged in the curriculum and can access a range of subject matter in their home language, alongside improving their language skills in English.	2018-20	EAL learners feel confident and secure in school and are making outstanding progress.
Pupils with medical needs are given full access to the	Adhere to Managing Medical Needs policy. Draft	As far as is practically possible, children with medical	Ongoing	Children with medical needs

<p>curriculum through school's accommodation of any special circumstances or the administration of medication/treatment.</p>	<p>and implement Medical Plans as appropriate.</p>	<p>needs have full curriculum access.</p> <p>Parents and carers of children with medical needs feel confident that school understands and can manage the relevant aspects of their child's medication/treatment.</p>		<p>have equality of access to curriculum.</p>
<p>Staff training in supporting pupils with SEND – focus on key areas of need within the school: Dyslexia, ASD, Attachment</p>	<p>SENDCO and Headteacher to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary.</p>	<p>Children with SEND and specific needs will be better supported, leading to better outcomes.</p>	<p>2018-20</p>	<p>An aware inclusive, tolerant school</p> <p>APS narrowing between all children and children with SEND.</p>

## Improving Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Key documents can be accessed in different languages to enable access by EAL learners/parents	Review publications and obtain translated documents. Secure translation services where appropriate.	EAL parents/carers feel part of the school community	2018-20	Improved community cohesion.
Handouts, textbooks, information etc. can be accessed in alternative formats such as large print, different colour paper etc.	Review children with existing needs and use specialist reports (e.g. from Dyslexia team, Visual Impairment team) to inform adaptations.	Pupils with specific needs will be better supported.	2018-20	An aware inclusive, tolerant school  APS narrowing between all children and children with SEND.