

Wootton Bassett Infants' School

Accessibility Plan

Updated: November 17
Review: September 2018

Under the Equality Act 2010, schools should have an accessibility plan. An accessibility plan is a strategy or plan aimed to:

- Increase the extent to which disabled pupils* can participate in the school curriculum.
- Improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improve the delivery to disabled pupils of written information which is provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by the pupils or parents about their preferred means of communication.

**According to the Equality Act 2010, a person has a disability if:*

- *He or she has a physical or mental impairment.*
- *The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.*

At Wootton Bassett Infants we never treat a pupil with a disability less favourably than others because of the nature of his/her disability and will make reasonable adjustments to ensure that a pupil, parent or member of staff with disabilities is not placed at a disadvantage. Our policy of inclusion means children with disabilities are included as a part of their assigned class, working alongside and with their peers and participating in the sessions planned for by the class teacher. Some children are directly supported by a Teaching Assistant according to their needs to allow access to the curriculum and activities. Where children are removed from class for small interventions this is directed and supported by the class teacher.

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Staffing

When recruiting staff, the Governing body and Headteacher follow necessary procedures and do not discriminate against people with disabilities. Should a member of staff become disabled, the Governing body will endeavour to make reasonable adjustments to that person's employment arrangements.

Health and Safety

Staff follow the school procedures for the storage and administration of medicines to pupils. Personal Health care plans are drawn up for children who require assistance with personal care. These are drawn up by the school nurse in conjunction with school staff and parents. The school has a number of trained first aiders and both reception teachers have completed their necessary paediatric first aid course.

Current Provision:

- The school has strong relationships with a range of external agencies such as; paediatricians, speech and language service, behaviour support, Specialist SEN advisory service, CAMHS and Educational Psychologists. Advice is sought from these agencies where it is felt appropriate. Reports from all agencies are always shared with key adults; with advice from reports feeding into a child's plan.
- There is a disabled toilet with shower in the main block of the school; which has access via a gentle sloped ramp. The school is on a hill site and access to the year one and two classrooms are via a slight step. We work closely with medical and physical advisory teachers and have made provisions for children with physical disabilities as much as the site will allow and are constantly looking to improve; access to the school, furniture, movement around the building and use of ICT.

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- There is a quiet space in the rainbow room for children to relax and clam down.
- We have some members of staff who have received 'Team Teach' training. Positive handling can be used if necessary; although this would always be a last resort.
- We have resources such as wishbone pencils, wobble cushions, writing slopes, coloured overlays and books which are used by children throughout the school and such resources are constantly being researched and updated for their effectiveness.
- Use of SPARK interventions are ongoing for children with co-ordination difficulties.

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Strategy plan for improving the physical environment

TARGET	WHO/WHEN	STRATEGIES	OUTCOME
To continue to investigate and purchase specialist equipment to allow access to the curriculum for specific needs (as required).	SENCO	To ensure research in this area is up to date. Use advice sought from external agencies (such as Occupational Therapist and SSEN service). To ensure all staff aware aware of, and use, SEND resources and equipment.	Specialist resources available in school and used to benefit children's access to the curriculum.
To continue to monitor use of corridor/cloakroom areas and ease of movement and access round the school for children with visual impairments and physical disabilities.	Headteacher, SENCO and classteachers.	To establish how the school is currently being used and how improvements can be made to develop ease of access. To ensure one page profiles are up to date to alert staff to any child who may require additional support in this area.	Ensure movement around the school (focusing on high traffic areas) is made as effective as possible.

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Strategy plan for participation in the curriculum

TARGET	WHO/WHEN	STRATEGIES	OUTCOME
To continue to train staff to enable them to meet the needs of children with a range of SEND	Headteacher/SENCO	To review the needs of children and provide/source training as required. Fortnightly TA meetings focus on high incident SEN needs. To plan SEN training for teachers on high incident SEN needs 3 -6 times per year.	All staff enable all pupils access to the curriculum.
To continue to monitor (and identify) progress of children with SEN	Headteacher/SENCO/ Class teachers/teaching assistants.	To monitor identification, progress and provision for children on the SEN register. Class teachers to meet with SENCO 6 x a year (within year groups) to raise concerns, monitor progress and plan provision each term.	To monitor progress and provision to ensure all children are being given the most appropriate and effective support.
To meet the needs of individual pupils during statutory tests	Headteacher/SENCO/ Class teachers	Children will be assessed in accordance with regular classroom practice. Additional time/use of reader/scribe/rest breaks to	To monitor progress and provision to ensure all children are being given the most appropriate and effective support.

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		be applied as necessary (with this provision planned in advance of tests to ensure access arrangements mirror normal way of working.	
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Strategy plan for improving delivery of information to disabled pupils

TARGET	WHO/WHEN	STRATEGIES	OUTCOME
To ensure that all parents/carers and other members of the school community can access information.	Headteacher/SENCo/Class teacher/Teaching Assistants/Admin staff	Written information will be provided in alternative formats as necessary. Support will be provided with filling in forms. Ensure all appropriate policies are put on the website and are visible.	To ensure all members of the community can access information.
Ensure all staff have access to information regarding children's specific needs.	SENCo/Teaching staff	Ensure all appropriate children have one page profiles. These are kept centrally with all staff aware of them and updated regularly.	To ensure all staff are aware of needs and provision is consistent.
To ensure TAC meetings, My Support plans and annual reviews take place regularly with all relevant agencies and staff members invited to ensure best outcomes for the child.	SENCo	Ensure all meetings take place regularly with relevant agencies used as appropriate. Ensure meetings are recorded in a way which best meets a child's needs. Invite advocacy support as required	To monitor progress and provision to ensure all children are being given the most appropriate and effective support.

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		to ensure all parents/carers are made fully aware of processes. Ensure child's voice is captured at every meeting using the most effective method.	
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