



Accessibility Policy Wincle CE Primary School



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ACCESSIBILITY POLICY WINCLE C. E. SCHOOL

Our school's vision:

Wincle School creates an enriching and outstanding rural education, nurturing the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.

The school aims to promote equality of opportunity and diversity effectively. As a result, pupils will understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

We encourage our pupils to 'Shine like Stars' (Philippians 2:15) and to do this run with the following acronym:

S	Service	<p>★ No act of kindness, no matter how small, is ever wasted." Aesop</p> <p>★ We would like our pupils to have the confidence to know that they can make a difference: have hope for the future.</p> <p>★ We encourage our pupils to challenge injustice and inequality</p>
T	Theology	<p>★ Our principles are founded on the truth that we are loved by the Father, Saved by the Son and Sanctified by the Holy Spirit.</p> <p>★ We want to ignite passion and curiosity for learning, providing an exciting curriculum to inspire all learners to be the best they can be.</p>
A	Attitude	<p>★ We encourage our pupils to show integrity</p> <p>★ We would like our pupils to have the courage to fight for what is important</p> <p>★ When things are challenging, we would like our pupils to display perseverance and not give up.</p> <p>★ Learn from yesterday, live for today, hope for tomorrow" Albert Einstein</p>
R	Relationships	<p>★ We nurture the whole individual: body, mind and soul</p> <p>★ We encourage the pupils to respect every living creature and show compassion.</p> <p>★ We would like our children to treat other people as they would like to be treated following Jesus' example.</p> <p>We are all unique</p> <p>We help all children build trusting relationships</p> <p>★ Clothe yourselves with compassion, kindness, humility, gentleness and patience.' (Colossians 3:12)</p>
S	Shine like stars	<p>★ "I am the Light of the world; he who follows Me will not walk in the darkness, but will have the Light of life." (John 8:12)</p> <p>★ We would like our pupils to shine in their behaviour, attitudes, relationships and learning.</p>

Accessibility Policy

Guidance that Applies Across Several Forms of Impairment

DO

- Treat disabled people as you would anyone else
- Always speak directly to the person who has a disability
- Always ask the person who has a disability if you can help him or her in any way
- Whenever possible, seat disabled people with their friends or family
- Try to be aware of people's hidden disabilities such as epilepsy, diabetes or Alzheimer's, which may require assistance
- Explain how they will be helped if the building has to be evacuated (e.g. in the event of fire)
- Assume nothing - always ask!

DON'T

- Don't use negative terms such as 'crippled' or 'victim'
- Don't consider a companion or carer to be a conversational go-between

ACCESSIBILITY POLICY WINCLE C. E. SCHOOL

Interacting & Helping People with Impairments	Physical Access (fixtures, fittings, furniture, equipment or materials)
<p>Mobility Impairment</p> <p>DO</p> <ul style="list-style-type: none"> • Always ask a wheelchair user if she or he would like assistance before you help • Check where user would like to position wheelchair and remove chairs to make space - ensure there is space for people accompanying wheelchair users • Try to sit or crouch down to talk to wheelchair users so that eye contact is easier <p>DON'T</p> <ul style="list-style-type: none"> • Don't push a wheelchair user unless they ask you to • Don't hold on to or lean on a person's wheelchair 	<p>Measures already taken</p> <ul style="list-style-type: none"> • Ramps and hand rails to front entrance of building • Wheelchair accessible toilet with appropriate handles and door-locking mechanisms • Floor surfaces are smooth to ease movement for wheelchair users on the ground floor 
<p>Hearing Impairment</p> <p>DO</p> <ul style="list-style-type: none"> • Ensure your face and mouth can be seen clearly. • Look directly at the person and speak at normal speed with clear (not exaggerated) lip patterns <p>DON'T</p> <ul style="list-style-type: none"> • Don't exaggerate or shout • Don't speak directly into the person's ear • Don't obscure your face 	<p>Measures already taken</p> <ul style="list-style-type: none"> • Plan the layout of meetings so that hearing impaired people can see other people's faces 
<p>Visual Impairment</p> <p>DO</p> <ul style="list-style-type: none"> • Identify yourself by name • Show a visually impaired person to his or her seat • Ensure guide dogs are welcomed • Explain to a visually impaired person where things are located • Provide space for a guide dog to lie down by removing a chair <p>DON'T</p> <ul style="list-style-type: none"> • Don't push a visually impaired person - always allow them to take your arm 	<p>Measures already taken</p> <ul style="list-style-type: none"> • Ensure lighting levels are sufficient in all rooms • Good colour contrast on notices to help visually impaired people <p>Continuous monitoring</p> <ul style="list-style-type: none"> • Ensure no hazards or obstructions inside the building and on access paths (especially obstacles at low level or not easily visible) 

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<p>Speech Impairment</p> <p>DO</p> <ul style="list-style-type: none">• Give your whole, unhurried attention with good eye contact• Remember the person with speech impairment may use another method of communication, such as writing <p>DON'T</p> <ul style="list-style-type: none">• Don't finish a sentence or word for the person• Don't get agitated or impatient	No specific physical measures identified
<p>Learning Disabilities</p> <p>DO</p> <ul style="list-style-type: none">• Be patient, give someone with learning disabilities plenty of time <p>DON'T</p> <ul style="list-style-type: none">• Don't assume the person cannot understand you	No specific physical measures identified

ACCESSIBILITY POLICY WINCLE C. E. SCHOOL

Purpose of the Plan

The purpose of this plan is to show how Wincle CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability 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 carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events.

The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Wincle CE Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

ACCESSIBILITY POLICY WINCLE C. E. SCHOOL

Contextual Information

Wincle CE Primary School has been in its current location since 1865. The original building houses a classroom, hall and two upstairs offices. Two extensions have occurred since: a kitchen area and a two storey building comprising of two classrooms. Access to the first floor areas is by stairs only.

The first aid room and the disabled toilet are on the ground floor.

Access to the school is via a large ramp with one classroom accessible without steps. Visits to church are accessible to wheelchair users the road.

Current Range of known disabilities

The school currently has no children with disabilities.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with the child	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms

ACCESSIBILITY POLICY WINCLE C. E. SCHOOL

All educational visits to be accessible to all including residential visits.	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Encourage disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Wincle CE Primary School is continuing to grow and develop. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the possible access needs of possible future disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the SEN Support process when required	As required	SENCO	IEPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process			
	Ensure staff aware of Environment Access Standard	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/ School	Re-designed buildings are usable by all

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Target	Strategies	Time-scale	Responsibility	Success criteria
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
	Develop a system to ensure all staff are aware of their responsibilities	Each Sept	SENCO	
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including in the hall	On-going and as required Software may be required as required	ICT	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from (Sensory Impairment Service SIS) on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school that the children need to access (can) have wheelchair access Egress routes visual check	On-going and as required and as appropriate Weekly	LA Site Manager	All disabled staff, pupils and visitors able to have safe independent egress

Improving the delivery of written information to disabled pupils

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

ACCESSIBILITY POLICY WINCLE C. E. SCHOOL

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	<p>Provide information and letters in clear print in "simple" English</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Ensure website and all document accessible via the school website can be accessed by the visually impaired.</p>	<p>During induction</p> <p>On-going</p> <p>Current</p>	<p>KS1/office</p> <p>School Office</p> <p>School Office</p>	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly annual review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	2014	EAL co-ordinator	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required Currently being provided for parent	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	<p>Ensure website is fully compliant with requirement for access by person with visual impairment.</p> <p>Ensure Prospectus is available via the school website.</p>	2015	Office	All can access information about the school

