



## **Weaverthorpe C.E. Primary School**

### **School Accessibility Plan 2020- 2023**

**Adopted by: Full Governing Board  
Spring2 2022**

**Review date: Spring2 2023**

“Let the little children come to me, and do not hinder them” (Matthew 19:14)

## Background

Under the Equality Act 2010 Schools and Local Authorities must carry out accessibility planning for disabled pupils.

A disability is anything that can hinder the child’s learning progress through:

- a significantly greater difficulty in learning than the majority of children of the same age
- a physical disability or condition that prevents or hinders them from making full use of the school’s educational facilities. This includes a wide range of conditions including physical impairment, sensory impairment, and long-term health conditions such as asthma, diabetes, epilepsy and chronic obesity.

The school’s aim is to make what reasonable adjustments it can so that pupils with SEND can fully participate in the educational opportunities we provide and enjoy the other benefits, facilities and services available including out of school activities and external visits.

It also encourages pupils and parents to play a full part in this process.

## Our Commitment:

At Weaverthorpe we are committed to ensuring excellence and enjoyment, and to developing and sustaining a culture of awareness, tolerance and inclusion.

At Weaverthorpe we seek to provide a fully accessible environment which values and includes all pupils, parents and visitors regardless of educational, physical, sensory, social, spiritual, emotional and cultural needs.

## Our Accessibility Plan is focused on relevant actions to:

1. Improve **access to the physical environment** of the school.
2. Increase **access to the curriculum for pupils** with disabilities, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life beyond school as able-bodied pupils. *This includes 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.*

3. Improve the **delivery of written communication/information** to pupils, staff, parents and visitors with disabilities. *Examples might include hand-outs, timetables, booklets, letters and information about the school and school events. This information should be made available in various preferred formats within a reasonable time-frame.*

**Our action plan relates to these three key aspects of accessibility and is reviewed at least annually.**

New action plans are drawn up at least every three years and more frequently if needs are identified.

The current plan is on the school's website along with our Inclusion (SEND) Policy and our School SEN Information Report.

## 1. IMPROVING THE PHYSICAL ACCESS AT WEAVERTHORPE CE PRIMARY SCHOOL

AREA FOR IMPROVEMENT	STRATEGY/ACTION TO BE TAKEN	TIMES SCALE	LEAD PEOPLE	COST/ RESOURCES	SUCCESS/OUTCOME
1. Improve quality of provision for children with specific SEN	Provide a tranquil safe space.	Autumn 2020	Headteacher / SENCo / Class teacher	To be determined	School experience enhanced for children with specific SEND. Pupil anxiety and disruption reduced
2. Ensure access is safe and available for all visitors, staff or pupils	Review current access is viable and safe for all users in and around the school buildings and grounds.	Autumn 2020 and on going	Headteacher and H&S lead governor	To be determined	School environment presents no barriers for people using wheelchairs, walking aids or who have limited mobility.

Update: 5.5. 2021

1. There are now designated tranquil and welcoming spaces in school, known to the children and available for use as required. Pupil anxiety and disruption reduced.
2. All is in place except for final barrier in central corridor. The removal of the network cabling now has occurred. Next week IT technician coming tomorrow to move the equipment. The trolley is being moved off site next week.

Update: 15.3.2022

1. Safe spaces are available and there is a choice of these to match individual needs. Behaviour in school is very good overall.
2. Access is unhindered. The IT technician has removed all obstacles previously caused by electrics and by electronic equipment stored in the central corridor.

## 2. IMPROVING THE CURRICULUM ACCESS AT WEAVERTHORPE CE PRIMARY SCHOOL

AREA FOR IMPROVEMENT	STRATEGY/ACTION TO BE TAKEN	TIME SCALE	LEAD PEOPLE	COST/ RESOURCES	SUCCESS/OUTCOME
1.Differentiating the curriculum and effective communication with parents	All staff trained in planning for differentiation, provision mapping etc Regular meetings with parents of pupils with SEND	Ongoing	Headteacher	Staff time/supply	Increased access to the curriculum. Needs of all learners met. Parents fully informed.
2.Supporting pupils with behavioural and communication needs	Raise awareness and increase skills for all staff. Focus training for teachers, TAs and MDS staff in communication and in preventing and supporting challenging behaviours.	Ongoing	Headteacher	Training, time and cost	Increased access to the curriculum and school experience enhanced for pupils with behavioural and communication needs.
3.Recognise pupil diversity through lesson delivery & techniques	Lessons show awareness of diversity through differentiation, groupings etc.	Ongoing	Headteacher	Planning and monitoring time	All pupils enjoy and benefit from an accessible curriculum which is enriching, broad and balanced.
4.Specialist equipment (e.g. computer technology) to benefit individual pupils and staff	To be provided as needed	As needed	KS2 Teacher/ ICT lead	Estimates to be provided when required, also staff training cost and time	Increased access to the curriculum and school experience enhanced for disabled pupils

Update: 5.5. 2021

1. Increased number of meetings with all parents i/c those of pupils with SEND. IEPs and provision maps updated. Parent consultation positive, very strong, and ongoing. Staff meetings used to reflect, support and consult. Minutes taken.
2. Children's challenging behaviours have now disappeared. Positive management and clear support in place.
3. Class groups all have wide age groupings. Differentiations are implicit. Curriculum planning is a priority and ongoing. New AHT to lead further on this from June.
4. Access though IT is now a major strength in the school, notably in KS2 and for pupils with pupils with SEND.

Update: 15.3.2022

1. Differentiation (by task and outcome) is evident in planning, actively in lessons, and in recorded work.
2. Behaviour is good. The Behaviour Policy has been updated and is being fully implemented.

3. The curriculum has been extended, refocused and planned to include wider diversity, enrichment and breadth. Diversity is celebrated.
4. Specialist equipment has been obtained and is provided to support access to learning. E.g. All children now have their own i-pad to better enable personal learning at home and in school.

### 3. IMPROVING THE DELIVERY OF WRITTEN COMMUNICATION/INFORMATION AT WEAVERTHORPE CE PRIMARY SCHOOL

AREA FOR IMPROVEMENT	STRATEGY/ACTION TO BE TAKEN	TIME SCALE	LEAD PEOPLE	COST/ RESOURCES	SUCCESS/OUTCOME
Improve paperless communication	Website up to date and compliant. Email, Text and ParentPay used to communicate between school and parents.	Ongoing	School Administrator	Text and ParentPay annual usage fees. Admin costs / time	Website up to date and compliant. Email, Text and ParentPay used to communicate between school and parents.
Improve use of alternative formats for written communication	School to be aware of alternative means for converting written/paper-based information into alternative formats. Drawn on LA services available.	Ongoing	School Administrator	Admin costs / time to research available resources.	School will be able to make quick contacts, save paper, and will provide alternative formats when required.

Update: 5.5. 2021

1. Focus has been on introducing Scholar Pack, management info system. Now installed and in use.
2. Website is compliant but not looking as we would wish. Need external support and this is not the time to be focusing on this.
3. Parent Pay to be considered from Sept 2021- is an ongoing action point.
4. Paper communication has been reduced to the minimum. E.g.All newsletters etc sent to parents and governors by email.

Update: 15.3.20

1. Website is up-to-date and informative. Parents use it effectively and find it useful. Parent Pay has not been used: found to be not appropriate when investigated.
2. Vast majority of correspondence from the school is carried out electronically. Efficient and environmentally friendly. School newsletters are emailed. Text and emails are used to communicate school and 'personal' matters with parents.

**15.03.2022**

**The Accessibility Plan is now updated to cover the period: 15 March 22 – 31 August 2022.**

**Focus: Transition Preparations and Arrangements allied to potential school closure.**

**Aspects to be Secured:**

- School will ensure all stakeholders have access to the best sources and highest quality of information and support concerning the expected school closure.
- The school will provide specific support to enable smooth resettling for each pupil into their new intake schools.
- The school will ensure all key information is shared with intake schools.
- The school will work in cooperation with the local authority and its officers to inform and support parents and staff in preparing for school closure and for subsequent placements.

**Our Strategies will include:**

- Maintaining ongoing, informative, consultative, regular contact with parents.
- Supporting children in all aspects preparing them for transfer. Close liaison with NYCC and Diocesan authorities and officers to obtain and share accurate relevant information.
- Continuing our policy for open communication with parents, responding to queries and helping them to obtain answers.
- Close contact with Professional colleagues in intake schools to ensure a smooth and accurate transfer of data and key information.

**Criteria for success**

- Our provision of supported accessibility will advise and support all children and parents, and will ensure well informed, effective, complete, smooth, high-quality transitions for each pupil.
- Pupils will feel well-prepared for starting a new school in September.