



Waterfield Primary School Accessibility Plan

November 2020

1 Aims and expectations

- 1.1 At Waterfield, we
 - ensure that disabled pupils are offered curriculum access at a level appropriate to the individual's needs
 - focus on removing barriers in every area of the life of the school
 - are committed to equal opportunities for all – this includes children and their families.
- 1.2 We recognise that we have three key duties towards disabled pupils: The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education, and the Equalities Act of 2010 updated this. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:
 - not to treat disabled pupils less favourably for a reason related to their disability;
 - to make reasonable adjustments for disabled pupils (and family members), so that they are not at a substantial disadvantage when accessing school provision;
 - to plan to increase access to education for disabled pupils.
- 1.3 This plan sets out the proposals of the Local 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;
 - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.4 Priorities for the development of the vision and values that inform the plan are shown in the Academy Development Plan.

2 Information from pupil data and school audit

- 2.1 Currently, no children have mobility difficulties. However, we regularly have children and staff who temporarily need to walk with the aid of crutches.
- 2.2 Teaching staff are informed about what the DDA/Equalities Act requires of them and receive support from the Inclusion Manager - SENDCO and West Sussex County Council as required.
- 2.3 From September 2019 until lockdown in March 2020, pupils with SEND (64) had an attendance rate of 94.18%. Non-SEND pupils (259) had an attendance rate of 95.50%. No pupils have been permanently excluded.
- 2.4 Current pupils with disabilities have full access to the curriculum, both on and off site, with an appropriate level of support.
- 2.5 Access to the KS2 block is across the school playground. Wheelchair users would need assistance to open the external doors in both buildings.



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2.6 School organisation impacts on disabled pupils in the following way:

- For school's policies, practices and procedures relating to anti-bullying, school trips, the way risk assessments are carried out, learning and teaching, time-tabling and the administration of medicines, disabled pupils are treated in the same way as their peers.
- In some areas, the physical environment of the school restricts access to people with severe mobility difficulties.
- The curriculum is personalised to meet the needs of individual pupils.
- Any pupils who are not yet continent use the wet room and changing facilities in EYFS. Two adults are required to be present for changing a child.
- The Academy Development Plan shows priorities for improvement, when appropriate.

3 Views of those consulted during the development of the plan

3.1 The Disability Discrimination Act working party comprised staff and governors.

Following a whole school audit, the following priorities were agreed:

- Provide an umbrella for access to the KS2 block on wet days.
- Place disabled pupils or pupils with disabled parents in classrooms with wide enough doors for wheelchair access and with immediate access to outside where possible
- Ensure lighting is on when sight impaired people are on site.
- Install maglocks on all internal corridor fire doors.
- a changing table/mat in the EYFS wet room.
- Minimise the impact of a 'sharp lip' on external access doors in the main hall, nursery, both Y1 classrooms, KS1 shared area, exit from the KS2 corridor in the main block to the Community Room and exit from the shared Y4 area to outside.
- Provide a quiet area for Learning Mentor work in the Nest.
- Provide ear defenders and/or wireless headphones (for white noise or music) for children who are disturbed by background noise.
- Clearly signpost the disabled car parking space at the front of the school.

4 The main priorities in the school's plan

4.1 Increasing the extent to which disabled pupils can participate in the school curriculum:

Planned curriculum development work is time intensive, so, to be sustainable, will:

- focus on chosen areas of the curriculum over time;
- be planned over the life of the school's accessibility plan;
- be coordinated with the priorities in the academy development plan;
- be led by those with curriculum expertise within the school;
- be carried out in conjunction with partner schools wherever possible;
- draw on the expertise of external partners, for example: speech and language specialists, educational psychologists;
- use ICT.

Key elements in our successful, planned approach are:

- a focus on medium term planning, at the level of schemes of work;
- a clear assessment of the current National Curriculum end of year expectations of the full range of pupils, particularly in relation to speaking and listening levels;
- high expectations;
- appropriate deployment of learning support;
- pupil grouping and use of peer support.



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Working in this way will raise challenges for existing policies and generate issues for wider school review, for example:

- use of SENDCO time;
- the responsibilities of Assistant Principals;
- the way that Learning Coaches are deployed;
- the commissioning of a speech and language specialist;
- time-tabling;
- how the school plans to develop awareness of SEN and disability through the curriculum;
- how successful developments in one area of school life are shared across the whole school;
- access to specialist advice and support.

Disabled pupils need access to the 'formal', 'taught' curriculum of the school, but also to activities during break times and beyond the school day, for example:

- recreation;
- movement around the school;
- special events: sports days, visiting theatre groups or story-tellers;
- extra-curricular activities: before school clubs, after-school clubs;
- school trips, including residential visits.

The school has set the following overall priorities for increasing curriculum access:

- increasing the extent to which disabled pupils can participate in the school curriculum by continuing to differentiate planning and providing adult support as appropriate;
- providing ear defenders and/or wireless headphones (for white noise or music) for children who are disturbed by background noise.
- tracking the performance of disabled pupils to ensure that they are making at least expected progress.

4.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

See 3.1. Changes to the physical environment will be made as required and might include:

- installation of maglocks on internal fire doors
- improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings;
- improvements to toilets, washing and changing facilities;
- changes to the layout of the playground and other common areas;
- the provision of particular furniture and equipment to improve access.

The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils.

Funding for improvements to the physical environment of the school may come from a variety of different sources:

- School Access Initiative funding may be needed for major capital works. This has to be coordinated with the local authority's priorities;
- The Collegiate Trust's Capital Funding can meet the costs of some of the priorities;
- delegated funding can be used to meet the costs of particular equipment that may need to be provided for disabled pupils;



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- ❑ where alterations need to be made to improve access for a disabled teacher, funding may be available through the 'Access to Work' programme.

There are some principles that can help to keep down the costs of separate work to improve access:

- ❑ access considerations can often be combined with other work to be done
- ❑ purchasing policies can take account of access requirements;
- ❑ seeking advice can be a good investment but advice needs to be broadly based and take account of different groups of pupils;
- ❑ creative ideas may come at low cost or no cost.

The school has set the following priorities for physical improvements to increase access:

improving the environment of the school to increase the extent to which disabled pupils can become independent learners e.g.

- ❑ installing maglocks on internal fire doors;
- ❑ Development of the NEST

4.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Information for disabled pupils - provided in writing for pupils who are not disabled - might include:

- ❑ reading handouts, timetables, worksheets, notices, information about school events to them or using a computer program with voice activation.
- ❑ making information available in Braille, in large print, in simplified language, on audio-recording, on video-recording, through sign language, using a symbol system.

Identifying the appropriate format must take account of:

- ❑ pupils' impairments: access to information may be improved for particular groups of pupils by particular approaches, for example: pupils with learning difficulties may be able to access information more easily where it is provided in simplified language; pupils with language and communication difficulties may be able to access information more easily where it is provided in picture/symbol systems;
- ❑ preferences expressed by pupils or their parents.

It reduces repeated efforts at a later stage if a consideration of different formats is built into the design of information produced for pupils.

The school has set the following priorities for providing information for disabled pupils:

improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled e.g. providing texts with a voiceover on iPads or Clicker 8, using iPads to enlarge text, , alterations to the background colour on the IWB.

5 Making it happen

5.1 Management, coordination and implementation

- ❑ The Local Governing Body takes responsibility for the school accessibility plan and sets a clear direction for it;
- ❑ This plan will be evaluated, reviewed and revised annually, with governors, staff and parents being invited to contribute to it;
- ❑ A variety of evidence will be used in the evaluation of the plan, including a tour of the school.

Other legislation will be taken into account:



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- ❑ SEND legislation (most disabled pupils will also have SEND and the effectiveness of the school's provision to meet SEND will therefore have an impact on the progress of disabled pupils);
- ❑ other parts of the DDA (duties towards the general public, in Part 3, and to staff in Part 2).

The following policies and plans contain relevant accessibility information and should be read in conjunction with this plan:

- ❑ Academy Development Plan;
- ❑ SEND & Inclusion Policy;
- ❑ Health and Safety Policy
- ❑ Intimate Care Policy.

Waterfield Primary School's Accessibility Plan is coordinated with other services and agencies, for example with:

- ❑ the local authority's accessibility strategy;
- ❑ social services;
- ❑ health agencies, particularly in respect of meeting the health needs of disabled pupils in school.

6 Getting hold of the school's plan

The school makes its Accessibility Plan available in the following ways:

- ❑ the plan is available on the school website;
- ❑ parents and members of the public can request a paper copy of the plan from the school office
- ❑ given time, the plan could be available in different formats and in different languages;
- ❑ ensuring the plan is readable.

The school has set the following priorities for making its plan available: Upload the plan to the school website.

Senior Member of Staff Responsible: Karen Billington, Inclusion Manager - SENDCO

Governor Responsible: Dawn Martin



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Appendix 1 – Disability Plan 2019-20

Green – achieved Pink - overdue

Priority	Action Required	Cost	Success Criteria	Time-scale	Lead
Improve accessibility for people on crutches or in wheelchairs	Install maglocks on internal fire doors (19)	£1899.81 (£99.99 per maglock), plus the cost of formal linking to the fire alarm system. PM to fit.	People on crutches or in wheelchairs will be able to move round the site independently.	Summer 2020	Premises Manager (PM)
	Minimise the impact of a 'sharp lip' on external access doors in the main hall, nursery, both Y1 classrooms, KS1 shared area, exit from the KS2 corridor in the main block to the Community Room and exit from the shared Y4 area to outside.	Quotation from external contractor to follow		Summer 2019	
	Provide four umbrellas for access to the KS2 block on wet days	Collegiate Trust umbrellas to be used – no cost to the school		January 2019	
Improve access for visually impaired people	Ensure lighting is on when sight impaired people are on site.	N/A	Visually impaired people will be able to move round the site independently.	January 2019	All staff
	On a rolling programme, paint all door trims in a contrasting colour.	No additional cost		Ongoing	Premises Manager
Include children with continence issues	Provide a changing table/mat in the EYFS wet room or in the medical area.	£2000 TBC (additional costs to be claimed from School Access Initiative funding)	Safe facilities will be available for changing children who have soiled themselves.	Summer 2019	Premises Manager
Provide a quiet area for Learning Mentors working with pupils.	Consider timetabling the Community Room to create a dedicated, private area for therapeutic working - NEST area developed instead.	N/A	Emotional barriers to learning will be reduced.	Summer 2019	SENDCO/ Governors (resources) /Premises Manager
Reduce distractions for children who are disturbed by background noise.	Provide ear defenders and/or robust wireless headphones (for white noise or music).	£10 per ear defender set. £35 per wireless headphone set.	Children will be better able to learn	Easter 2019	SENDCO
Improve visitor access for disabled visitors	Clearly signpost the disabled car parking space at the front of the school.	£29.99. PM to fit.	Disabled visitors, unfamiliar with the site, will be able to locate the disabled parking area.	Summer 2019	Premises Manager



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Appendix 2 – Disability Plan 2020-23

Green – achieved Pink - overdue

Priority	Action Required	Cost	Success Criteria	Time-scale	Lead
Improve accessibility for people on crutches or in wheelchairs	Minimise the impact of a 'sharp lip' on external access doors in <ul style="list-style-type: none"> • the nursery, • both Y1 classrooms, • KS1 shared area, • exit from the Tech Hub corridor to the Arts Studio, and • exit from the shared Y4 area to outside, by installing metal strip ramps	c£75 each x 6 = c£450 Premises Manager to fit	People on crutches or in wheelchairs will be able to move round the site independently	As required according to need – under constant review	Facilities Manager
	Provide four umbrellas for access to the KS2 block on wet days	Collegiate Trust umbrellas to be used – no cost to the school		Nov 2020	CEO!
Improve access for visually impaired people.	On a rolling programme, paint all door trims in a contrasting colour.	No additional cost	Door trims will be painted in a contrasting colour.	Ongoing	Facilities Manager
Ensure that all pupils with SEND have access to appropriate IT support	Audit current requirements for additional support for SEND pupils to access the curriculum through enhanced access to IT and take action accordingly.	Dependent on the outcome of the audit.	SEND pupils will have supported access to the curriculum through use of IT.	Easter 2021 and ongoing	Inclusion Manager
Improve visitor access for disabled visitors	Clearly signpost the disabled car parking space at the front of the school.	£29.99. Premises Manager to fit.	Disabled visitors, unfamiliar with the site, will be able to locate the disabled parking area.	January 2021	Facilities Manager
Improve security of the site on the car park side of the school.	Install fences and electronic gates	£8000	Security of the site will be improved, so that emotionally challenged children are kept secure.	2025	Principal in association with COO
Ensure the layout of the Glade supports disabled access.	Create an accessible pathway for wheelchairs.	£2000	Wheelchair users will be able to access The Glade facilities	When required	Principal in association with COO