



Waterfield Primary School Accessibility Plan



February 2022

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 the DDA. The Local Governing Body has 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 their family members so that they are not at a substantial disadvantage when accessing school facilities;
 - ☐ 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 and no pupils, parents or staff use wheelchairs. There are sometimes children, parents or staff who temporarily need to do so or 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 2021 until March 2022 pupils with SEND (62) had an attendance rate of 90.77%. Non-SEND pupils (310) had an attendance rate of 91.55%. 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 need assistance to open the external doors in both buildings, which is provided when required.



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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 Premises 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. A Y3 child with a hearing impairment was also interviewed as part of the evidence gathering. She confirmed that she is well-supported, uses a personal amplifier and receives a termly visit from the Sensory Support Team.

Following a whole school audit, the priorities identified in Appendix 2 were agreed:

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, the school will:

- ☐ focus on chosen areas of the curriculum;
- ☐ 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.

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 and Deputy Principal;
- ☐ 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.



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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.
- ☐ using a personal amplifier to support a child with hearing impairment.
- ☐ 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 Appendix 2. Changes to the physical environment will be made as required and might include:

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

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.



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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.

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

- Improving staff training in the use of personal amplifiers.
- Continuing to embed the use of a range of IT to support children with difficulties recording information by writing.

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, pupils 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:

- ❑ 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 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 Availability of the School's Accessibility Plan

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

- ❑ 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 made available in different formats and in different languages.



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

Governor Responsible: Anthony Vander Willigen

Appendix 1 – Accessibility Plan 2020-23					
Green – achieved Orange – partly 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 EYFS (Nursery complete – review Reception Door) both Y1 classrooms, KS1 cloakroom door exit from the Tech Hub corridor to the Arts Studio, and fire exits from the Y2 classrooms 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/replace doors with new doors in contrast.	No additional cost	Door trims or new doors will contrast with background to make openings clear.	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.	Sept 2022	Facilities Manager
Improve security of the site on the car park side of the school.	Install fences and gates	£8000	Security of the site will be improved, so that emotionally challenged children are kept secure.	2025	Principal
Ensure the layout of the Glade supports	Create an accessible pathway for wheelchairs.	£2000	Wheelchair users will be able to	2025	Facilities Manager



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disabled access.			access The Glade facilities		
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Appendix 2 – Accessibility Plan 2022-24

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"> fire exits from the Y4 classrooms x2 to outside – lift and re-lay slabs to form a slope. 	£4000	People on crutches or in wheelchairs will be able to move round the site safely and independently	ASAP – health and safety	Facilities Manager
	<ul style="list-style-type: none"> KS1 Cloakroom Shared Area to the playground – lift and re-lay slabs to form a slope 	£4000		Summer 2023	
	<ul style="list-style-type: none"> exit from the Tech Hub corridor to the Arts Studio – wheelchair users to be provided with adult assistance to access this area (both to hold open doors and to negotiate the slight drop in levels). 	Time		Ongoing	Adults accompanying visitors.
Improve visitor access for disabled visitors	Clearly signpost the disabled car parking space with an arrow from the front of the school Repaint the disabled car park markings with Easyline paint	£200	Disabled visitors, unfamiliar with the site, will be able to locate the disabled parking area.	Summer 2022	Facilities Manager
Improve security of the site on the car park side of the school.	Install fences and gates	£8000	Security of the site will be improved, so that emotionally challenged children are kept secure.	Summer 2022	Principal
Reduce feedback/loud noises from the hearing impaired child's personal amplifier.	Provide further CPD for staff using the personal amplifier to support the hearing impaired pupil: <ul style="list-style-type: none"> ensure that the amplifier is muted when the child is not receiving personal input. Explore whether having the amplifier nearby the assembly speaker is better than it being worn on them. 	In house	Hearing impaired child will have an improved experience.	Easter 2022 and again in Sept 2022	SENDCO



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Ensure pupils with SEND have access to appropriate ICT support	<ul style="list-style-type: none"> Continue the roll out of personal iPads in KS2. Support teachers to identify children who would benefit from the use of voice recognition software and to use it. 	£3000	SEND pupils will have supported access to the curriculum through use of IT	Ongoing	Principal/ SENDCO
Improve the safety of wheelchair users at the Hawksmoor Road entrance.	Should County agree to install a footpath at the Hawksmoor Road entrance, ensure that a dropped kerb is included to facilitate wheelchair access.	Time	Wheelchair users can access the playground without travelling on the road.	2025	Premises Manager
Ensure the layout of the Glade supports disabled access.	Remove part of the pathway lip to provide wheelchair access to the grassed area if required.	In house	Wheelchair users will be able to access The Glade facilities	As required.	Facilities Manager