



Outwoods Primary School

Accessibility Plan: 2020

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Approved by: Governors

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Next review due by: July 2023 (Discussed annually)

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Appendix 1: Accessibility Audit

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Outwoods we believe that all pupils no matter what their needs are should be fully included in all activities in our school environment.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including all staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Reasonable adjustments

Some pupils with a disability will have an Education, Health and Care Plan that will be provided by the LA and so may not require anything further. However, if the disabled pupil does not have an EHCP then we will consider reasonable adjustments as a school.

Accessibility Planning

Outwoods is committed to equal opportunities and inclusion. This Accessibility Action Plan aims to:

- Increase the extent to which disabled pupils can **participate in the curriculum** by securing relevant staff training and ensuring effective classroom organisation.
- Improve the **physical environment** of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of **accessible information** to disabled pupils, staff and parents.

3. Action Plans

Improving the Curriculum Access at Outwoods Primary School

We work closely with the following specialist services to ensure we are implementing the correct strategies for improving pupils' behaviours and access to learning:

- Hearing and visual Impairment services
- NHS and Private Speech and Language Therapists
- Occupational Therapists and Physiotherapists
- Paediatric doctors
- School Nurse Service
- Educational Psychologists
- Autism Outreach Team
- Entrust SEND Services

Target	Strategy	Outcome	Time frame / Who	Cost
Effective communication and engagement with parents	*Termly meetings with parents and carers of those with SEND. *Teacher to lead the conversation and SENDCo invited or it was felt necessary. *During this meeting PLP's are reviewed and new targets are set. *Stay and play sessions are in place for nursery and reception children. *Parents are invited to class assemblies and Christmas celebrations. * Autism Coffee afternoons: All schools in the trust are invited. *The SENDCo is available for parents at parents evening and also holds termly meetings for pupils where a graduated response is being undertaken. *Yearly meetings are conducted by the SENDCo for pupils and their parents for an EHC Plan review. To hold workshops to build understanding of SEND.	Parents/ carers are fully informed about progress and next steps. They are aware of their child's needs and how to best meet them. Parents will feel supported by the school and will be working collaboratively as a partnership.	In place and ongoing	

<p>All out-of-school and after-school school activities are planned to ensure the participation of the whole range of pupils.</p> <p>To include different councils in school and groups that are undertaken. Ensure opportunities are given to all pupils.</p>	<p>Each year has a year group trip where support is put in place for individual pupils if required.</p> <p>We also plan additional trips for the SEND pupils as well as disadvantaged. This is to ensure that they have opportunities that most children have. (Risk assessments are completed)</p> <p>Clubs are available at lunch time for children who are invited.</p> <p>The ECO club leaders give priority to SEND and Pupil premium pupils.</p> <p>All councils in school have a mix of all groups of children as their members.</p> <p>1:1 EHC Plan pupils are supported at clubs by staff members if they want to participate.</p> <p>J Taylor to lead a lego club at lunchtime from May 2021. (If we can) All SEND and vulnerable pupils to be invited.</p> <p>J Taylor to meet with children who have allergies to ask how school could be made better for them. E.g. gluten free bread for toast. Allergy committee. Parents to also be involved.</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p> <p>Children to feel fully included throughout all activities within school.</p> <p>Additional clubs to support social and emotional development of pupils occur regularly.</p> <p>Children to have a voice in their own care plans and meal choices.</p>	<p>Inclusion Team</p> <p>In place and ongoing</p> <p>Review May 2021</p> <p>May 2021</p> <p>May 2021</p>	<p>-</p> <p>PP pupils</p> <p>Resources £200</p> <p>Mellors to hopefully support this initiative Meeting Sep 2021</p>
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<p>Effective use of resources to increase access to the curriculum for all learners.</p>	<p>Strategic deployment of support staff. AM and PM timetables</p> <p>Use of (old) iPads to provide access to the board for all learners.</p> <p>Autism / ADHD Now / Next boards Visual Timetables Task overlays / was to break down tasks Pictorial instructions Wobble cushions Sensory brain break equipment Sensory circuits Fidget toys / objects</p> <p>Motor control / Hypermobility / Dyspraxia Writing slopes Timetables Instructions Packs for classroom Sensory circuits Pencil grips Different writing materials Different cutlery</p> <p>Dyslexia / Reading and Spelling support Coloured overlays Cream paper in exercise books Reading rulers Lexia Intervention Dyslexia screener</p> <p>SALT Speech and language resources Phones and mirrors Task planners Vocabulary books</p>	<p>All children with any type of additional need to have access to appropriate levels of support in the correct environment.</p> <p>Barriers to learning will be reduced with the use of resources.</p>	<p>Inclusion Team</p> <p>In place and on-going</p>	<p>Exercise books Cream Writing and Maths</p> <p>Update Resources for the current needs of our children £200</p>
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<p>Improve educational experiences for those with visual and hearing impairments.</p>	<p>Daily maintenance of radio aids and visual resources when required.</p> <p>Working closely with the teacher of the deaf and/or visually impaired.</p> <p>Regular up-to-date training for teachers and teaching assistants from the team leaders.</p> <p>Paint lines around the school to help support children with a visual impairment.</p> <p>Children to have a PEEP to ensure their safety during fire drills.</p>	<p>Staff know who to contact in the VI and HI teams to refer children and ask for advice and support.</p> <p>Staff know how to operate and maintain the hearing and visual technology.</p> <p>The learning experience of our learners are enhanced and the social opportunities are more positive and collaborative.</p>	<p>Inclusion Team</p> <p>Visual impairment Team</p> <p>Hearing impairment Team</p> <p>In place and on-going</p>	<p>Training provided by teams currently.</p> <p>Depending on need Makaton training may be required for new intake.</p>
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<p>Adaptations to the curriculum to meet the needs of individual learners.</p> <p>KEY SEND DEVELOPMENT FOR THE YEAR 2020-2021</p>	<p>Pastoral support:</p> <p>Hope training to replace Aspen qualifications</p> <p>More members of the school team to have a greater understanding of social, emotional and mental health needs of pupils.</p> <p>Emotion Coaching to be delivered to whole staff.</p> <p>Behaviour policy to be reflected on as a staff team and developed further from feedback.</p> <p>Develop interventions; Nurture time, social stories, lego intervention, playdough intervention, Winston Wish interventions, Drawing and Talking, social skills and circle of friends.</p> <p>Continue with individual plans from Physiotherapist/ OT / SALT .</p> <p>Access arrangements put in place for all assessments.</p> <p>Use Boxall profiles and/or SDQ questionnaires to identify areas of need.</p>	<p>Needs of all learners will be met and will have positive outcomes.</p> <p>All staff have a good knowledge of social and emotional needs of pupils.</p>	<p>Inclusion Team</p> <p>SEMH Team</p>	<p>Hope training</p> <p>2 x£200</p> <p>ELSA training 2 x £350</p> <p>Resources £300</p> <p>TOTAL : £1400</p> <p>Mental Health first aider x2 free from Healthcare at home</p>
<p>Collect views of reasonable adjustments and inclusion of pupils with a disability, from the pupils and their parents.</p>	<p>Questionnaire / meetings with parents and pupils to gain their feedback.</p>	<p>Whole school community involved in setting out possible improvements to be made.</p>	<p>February 2021</p>	<p>-</p> <p>£100 Contingency</p>

<p>Development of teaching spaces to meet the different needs of our most vulnerable pupils.</p>	<p>Application for funding from Staffordshire County Council for SEND : ASD or SEMH</p> <p>Presentation to Inclusion Leads in Stafford.</p> <p>Paul Dawson to check viability</p> <p>Following on from this The room will need to be designed and made bespoke to the needs of our pupils.</p> <p>Work stations, group tables, Creative areas, brain break areas</p> <p>Outside area, toilets, kitchen area all taken into account.</p> <p>Resources purchased e.g. iPads, sensory equipment, specialist resources.</p> <p>Use expertise from the Autism Outreach Team (AOT)</p> <p>All 1:1 Staff to have areas of expertise...</p> <p>Music PSHE / Jigsaw Forest school Autism interventions Life skills PE / Physical development Sensory circuits / bran breaks</p>	<p>Children who would benefit from an alternative provision for the afternoons (EHC Plan) will be fully supported.</p> <p>Support the teaching of ASD pupils across the MAT.</p> <p>Meetings to be held in the Hub by Staffordshire SEND team when required.</p>	<p>Oct 2019 Initial application</p> <p>Feb 2020 Presentation in Stafford.</p> <p>Apr 2020 Contact from Paul Dawson</p> <p>November 2020 Confirmation from Carolyn Knight that we have been successful in the bid.</p> <p>We are waiting for a possible date for works to commence from Entrust.</p>	<p>Grant applied for £50,000</p>
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Improving the Physical Access at Outwoods Primary School

This covers all areas of the physical environment such as external areas, fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils to ensure they can access all aspects of education offered at Outwoods.

Item	Activity	Timescale/Who	Cost
Poor quality lighting in some rooms.	To think about upgrading lighting and get quotes for improving lighting in school. All interactive boards have been replaced and screens are much more accessible for all. (Ensure they are maintained)	Spring 2021 Discussion On going	TBC
Continue to ensure good exterior and interior maintenance.	Keep stair cases / corridors / doors / steps and ramps in a good state of repair.	Ongoing Mr Frost	-
Maintain safe access around exterior and interior of school.	Ensure pathways and corridors are kept clear of vegetation and inappropriate furniture, resources or boxes. Pupils, staff and visitors will be able to move unhindered around school. School Health and Safety lead to keep records of jobs that need to be completed, share these with the site supervisor and check whether they have been undertaken.	Mrs Lawless Mr Frost Mrs Winter	-
Visibility support for changes in surface for VI pupils, staff and visitors.	Repaint when faded: *White / Yellow lines dependent on needs of pupils. *Paint lines on treads and rises for all stepped areas and fire exits.	Mr Frost (when required)	£50
Improve signage to indicate access routes around school.	More permanent routes and signs are created.	Mrs Winter Mrs Lawless Mr Frost	£200

Improving the Delivery of Written Information at Outwoods Primary School

Staff are to be aware of the services available through the LA for converting written information into alternative formats.

Target	Strategy	Outcome	Timeframe/ Who	Cost
Availability of written material in different formats.	Display appropriate leaflets for parents to collect. Increase the use of email and text service. Provide translated documents where appropriate.	The school will be able to provide written information in different formats when required for individual purposes. Delivery of information to disabled pupils and families improved.	Office and Inclusion Team	-
Ensure school brochures, school letters and other information for parents is available in different formats.	Review all current school publications and promote availability in different formats for those that require it. Ensure parents are aware that alternative formats can be made available. Questionnaire to parents to ask about any requirements – create a list.	All school information available and accessible for all.	Jan 2021 SLT / Class teachers / Office Developing	-
Review documentation with a view of ensuring accessibility for pupils with visual impairments.	Advice sought from Impairment services. Develop use of alternative formats and use of IT software to produce customized materials.	All school information is available for all.	When required	-

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will also be discussed annually.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storeys – (Part of school) -X6 classrooms			
Corridor access	All corridors are wide and accessible for all.			
Lifts	N/A	If required classrooms are moved around to accommodate pupils.		
Parking bays	1 for disabled access			
Entrances	1 – visitors 3 – staff/pupils 1 – just staff			
Ramps	1 – to mobile			
Toilets	1 x child disabled 2 x adult disabled	OWLS Unit – additional toilets to be added to mobiles.	Entrust	TBC
Reception area	Fully accessible for wheelchair access			
Internal signage	Signage round school is clear.	Look at languages / specific signs that have been advised through forums etc and adapt for our community.	R Winter / J Taylor	Feb 2021
Emergency escape routes	All illuminated / Termly Fire Test	Fire Safety Report : See Health and Safety File	R Winter / S Lawless	Oct 2020

