



# WIMBLEDON PARK PRIMARY SCHOOL

## ACCESSIBILITY PLAN

Approved: Chair of Governors

Headteacher

Date:

Date

Next revision: March 2023

## Aims

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

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

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.

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.

Wimbledon Park Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school such as 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.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

## 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.

### Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Federation's Full Governing Body.

### Links with other policies

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

- Risk assessment
- Health and safety policy
- Equality information and objectives (public sector equality duty)
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- CPD policy
- Educational Visits Policy
- Behaviour Policy
- School Development Plan

## Wimbledon Park Primary School Accessibility Plan 2017-2020

### Review of action plan

Action	Resp	Timeframe	Cost/ Resources	Review/Outcome
Continue to provide staff awareness training on disability – specific focus to be decided based on new need coming into school.	SLT	Annually	Specialist input may be commissioned	Part of the annual reminders update at the start of each academic year. The Equalities adjustment register is updated as a working document. Relevant training commissioned on various disabilities – proportionate to need. One page profiles shared.
Monitor the inclusion of representations of disability in the new PSHE scheme of work – ensure there are opportunities to discuss and explore a wide range of disabilities	LC/JM	2017-2018 academic year	None	PSHE scheme of work updated for 2017-2018. Review of the assemblies included representation of people with disabilities. New PSHE curriculum in progress for September 2020.
Create another quiet/calming room or space	SLT	Budget year	Depends on change of use	Various rooms have been developed over the course of this plan. Currently there is a small ELSA room for children needing emotional literacy support and there is a room where specialists can carry out assessment and support/interventions.
Write fire evacuation procedure for wheelchair at top of stairs and include in reminders to staff	SLT	Annually	None	This changes annually based on adults in classrooms/fire marshals on each corridor and if we have any wheelchair users or children/staff with mobility issues.
Ensure office/classroom remodelling allows access to all and considers the wide range of disabilities that a community school might cater for	SLT	April 2018	Cost of remodelling	Upstairs offices are not accessible for those with mobility difficulties. All meetings planned in accessible places.

**ACCESS AUDIT JAN 2020**

Answer: 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

Increasing disabled pupils participation in the School Curriculum		1	2	3	4	Comments for school use
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		✓			Whole staff equalities training. Regular Equalities adjustment updates – register updated fully each year. Specific training commissioned when new/different needs are identified within the school community.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓				Specialist training available through LA (e.g. portage service), SEN teaching school, and children’s medical care teams. E.g. Cystic Fibrosis, ASD, Makaton, Tracchy, diabetes, Sensory seeking child and attachments training are all areas in which staff have been trained.
3	Do all staff seek to remove all barriers to learning and participation?	✓				Excellent level of awareness from staff about those children who need additional support to ensure access. Meetings with MMS and AMSA to review children at the start of each year as well as Equalities adjustment registers for all classes. Timetabling of interventions to ensure access to all areas of learning. All educational visits reviewed in advance to ensure the highest levels of participation.
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?		✓			SEN support is excellent with personalised and timely interventions/further teaching. EHCP/Statement children are well provided for but require high quality training and support for their 1:1s to enable them to appropriately support children with significant needs. Differentiation within the wider curriculum continues to be a focus – are all children with a disability making good progress in specialist subjects and in subjects where writing should not be the key element of focus for support. We are a ‘dyslexic friendly’ school and therefore use many methods to support needs of children e.g. slides are carefully designed, children are given handouts, pre reading, coloured overlays, coloured paper. We consider positioning in classrooms to allow equal access.
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✓				Monitoring of club attendance to ensure inclusion. All children participate in music and have use of the lift, if necessary, to get to the classroom. Subject specialists, who have the expertise and knowledge to differentiate appropriately, teach music and sport. PE lessons are adapted to suit the need of individuals. AMSA monitor competitive sport participation and aim for 100% participation in at least one competition before children finish at WPPS. All children

					are supported to ensure access to the 'Daily Mile'. Where appropriate, children with 1:1 support will be supported in music and French to ensure appropriate participation levels.
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	✓			Children supported by their LSAs to encourage participation. LSA. Modified equipment e.g. sponge balls, larger rackets. Alternative/differentiated activities created which consider level of mobility. We currently have no wheel chair users or children with mobility difficulties – however, children will have specific risk assessments and accessibility plans (care plans) to ensure safe participation.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?		✓		Increased numbers of children with ASD diagnosis has resulted in general awareness, as well as specific training for teachers and support staff. Staff work together to design learning and consider access for these children. Children with specific physical disabilities and medical needs are catered for and school staff use their medical care teams to help to plan for access. Having an out of class inclusion manager also allows for additional support. Children with dyslexia are well catered for due to recent training. More work needs to happen around the planning for access across the entire curriculum – core subjects and specialist subjects are currently stronger.
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?		✓		This has been improved by the use of the Equalities adjustment register. Additional CPD is tailored to those that are supporting children with specific needs. LSAs to support children in learning that requires the use of equipment, beyond the day to day. Approach in maths means that all children are scaffolded through concrete resources when new concepts are introduced. Children with EHCPs are given additional time to complete assessments as well as during classroom learning time.
9	Do you provide access to appropriate technology for those with disabilities?	✓			On case by case basis as necessary, e.g. hearing loop, large keyboards
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	✓			Yes – risk assessments carried out to look at accessibility. Children supported by their LSA to participate. Residential trips require pre meetings with parents to be clear on specific needs when staying away. Adapt trips to allow access e.g. day trips. On day trips ratios of adults to children are high and if needed, we invite parents to support their children to ensure

					full access. We prepare children in school for trips to alleviate anxiety.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		✓		As required for specific pupils (e.g. annual visit for hearing systems); this has been improved with register and annual reminders. Use of Thames room to ensure training happens in a discrete environment.

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<b>Improving the delivery of information to disabled pupils</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comments for school use</b>
12	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			✓		No pupils with difficulties with printed information, but specialist services available through LBM/SEN Teaching School. Use Communicate in Print – images rather than text.
13	Do you have the facilities such as ICT to produce written information in different formats?	✓				
14	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?		✓			Email, text and print currently. Do have text to voice software through LGFL if necessary for pupils.

**Answer: 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.**

<b>Improving the physical environment of the school</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comments for school use</b>
15	Is furniture and equipment selected, adjusted and located appropriately?		✓			Checked ad hoc by caretakers as part of termly health & safety walk. Class teachers decide on appropriate layout for class considering needs.
16	Are pathways and routes logical and well signed? <i>(both internal &amp; external)</i>		✓			Additional signage externally and internally added
17	Do you have emergency and evacuation procedures to alert ALL pupils?		✓			Critical incident procedures in place. Consideration of children who have mobility issues if there is a fire whilst using upstairs classrooms. Evacuation procedures created and shared. Fire wardens aware of their role during evacuation.
18	Is appropriate furniture & equipment provided to meet the needs of individual pupils?		✓			Improved with the equalities adjustment register.
19	Do furniture layouts allow easy movement for pupils with disabilities?		✓			Decided by class teachers when they are aware of their classes. Inclusion manager gives support with decision making.
20	Are quiet rooms/calming rooms available to children who need this facility?		✓			Two spaces – Inclusion Manager’s office and the Thames room.
21	Are car park spaces reserved for disabled people near the main entrance?	✓				Priority given for the Visitor’s space which is closest to the school entrance.
22	Is easy movement around the site and the main entrance possible?		✓			Some doors do not stay open and therefore access unaccompanied in a wheelchair can be challenging and the

					doors are very heavy.
23	Do any entrance steps have a contrasting colour edging?		✓		Downey Hall entrance step is only one, and there are alternative routes.
24	If there are steps, is a ramp provided to access all main entrances?		✓		Being constructed for EY play space entrances. There are alternative routes into main hall.
25	Is there a continuous handrail on ramps and steps to main entrances?	✓			Being constructed for EY play space
26	Is it possible for a wheelchair user to get through the principal door unaided?		✓		Door pulls towards user. Wheelchairs can access through most other significant entrances but need to be accompanied as doors close- are required to be held or hooked open.
27	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?			✓	There is a lobby – the door handles are high so would require someone to meet the person at the door.
28	Do all internal doors allow a wheelchair user to get through unaided?		✓		The width is sufficient but some doors automatically close or require them to be pulled towards people.
29	Do all the corridors have a clear unobstructed width of 1.2m?		✓		All apart from library corridor and there is alternative route via the hall
30	Does each block have a wheelchair accessible toilet?		✓		Four – only upper school without but has access close by
31	Does the school have accessible changing rooms/shower facilities?		✓		Yes to changing facilities, no to shower other than for adults
32	Do any internal stairs have contrast colour edgings?	✓			Yes
33	Is there a continuous handrail on each internal stair flight and landing?	✓			Yes
34	Does the school have a lift(s) that can be used by wheelchair users?	✓			Yes – 2. HofS and finance office inaccessible. Meetings held in Executive Head's office for anybody with mobility issues.
35	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		✓		Downey Hall – require assistance down step Upstairs classrooms have a fire evacuation point at the top of the stairs. Wheelchair users or people with mobility issues will have risk assessments and evacuation plans if based in upstairs classrooms.
36	Are non-visual guides used to assist people to use the buildings?			✓	Would require specific risk assessments based on individual need
37	Is none of the décor confusing or disorientating for pupils with disabilities?		✓		Most corridors plain and painted. Classrooms have displays and scaffolding for learning over walls.
38	Is a hearing induction loop available (either fixed or portable) in the school?	✓			Not a requirement for any children currently on roll.
39	Does the school have a "Soundfield" sound reinforcement system?			✓	Not a requirement for any children currently on roll.
40	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)			✓	

## Wimbledon Park Primary School Accessibility Plan 2020-2023

### Action Plan



Action	Resp	Timeframe	Cost/ Resources	Review/Outcome
<p><b>Pupils with any learning need may require auxiliary aids or additional adult support</b></p> <ul style="list-style-type: none"> <li>• Parents to communicate needs for reasonable adjustments</li> <li>• Teachers made aware of needs through the Inclusion Manager or teacher involved in induction meetings</li> <li>• Adaptations made e.g. coloured paper, simplified language, hearing induction loop etc</li> <li>• Make applications for additional funding where appropriate</li> <li>• Be aware that some disabilities are 'hidden' and may not meet the threshold for EHCP support but consider how to share these openly and to put adequate support in place for children</li> </ul>	SLT	Ongoing	Dependant on identified levels of need	
<p><b>Broad and Balanced curriculum access to all children</b></p> <ul style="list-style-type: none"> <li>• Ensure classrooms are well resourced to support different learning needs</li> <li>• Monitor classroom set up</li> <li>• Monitor intervention timings to ensure access to the wider curriculum</li> <li>• Develop specialist teacher's knowledge of the range of need across the school</li> <li>• Annual review of curriculum representations – do children with disabilities ever see themselves represented through our curriculum?</li> <li>• Question and challenge each other as a staff team around our unconscious bias and how this impact the curriculum</li> </ul>	SLT	Ongoing		

<b>content chosen</b>				
<b>Staff disability</b> <ul style="list-style-type: none"> <li>• Ensure an atmosphere of support where staff can raise any disability/need they may have</li> <li>• Create a staff equalities register which documents the reasonable adjustments needed to be made for staff</li> <li>• Ensure staff know who to approach if they need reasonable adjustments made</li> <li>• Some disabilities are hidden and staff need to feel confident to be able to share these</li> </ul>	SLT	Ongoing		
<b>Bullying</b> <ul style="list-style-type: none"> <li>• Children on the SEND register are at higher risk of being bullied</li> <li>• Seek children's views about their safety and support they would like to access in school</li> <li>• Use PSHE lessons and the wider curriculum to develop tolerance</li> <li>• Ensure assemblies are representative of our whole school community</li> </ul>	SLT	Ongoing		

Completed Feb 2020

Lauren Clogg