

Westhead Lathom St James' CE Primary School



Accessibility Plan 2019 - 2021

Last Reviewed Date: Summer 2020

Next Review Date: Autumn 2021

<i>Version</i>	Date	Author/Editor	Revision Notes
1	Spring 2013	Alison Albion	Plan drawn up in accordance with the planning duty in the Equality Act, 2010
2	Spring 2014	Alison Albion	Plan reviewed & updated. Plans for studio ramp added.
3	Spring 2016	Alison Albion	Plan reviewed & updated. Plans for studio lift added.
4	Autumn 2018	Alison Albion Lynda Tither	Plan reviewed & updated
5	Summer 2020	Helen Clark	Vision and Values updated.

Mission Statement: Our School Now

Our school provides a secure, caring, stimulating and challenging indoor and outdoor environment that promotes a love of learning. Our children, parents, families, staff, governors and community work together to enable each child to become a happy, healthy, well-balanced individual in preparation for the opportunities, responsibilities and experiences of life.

The ethos of the school is based on the Christian ideals of commitment, responsibility and respect and love for Jesus Christ, self and others. We are committed to working in partnership with all of those involved in our children's development to lead our children towards tolerance, understanding, justice, and sensitivity to the needs of others and appreciation of the world around them.

Our motto "Enjoy, Respect, Learn, Achieve"

Vision Statement: Our Vision for the Future

'A curriculum that is challenging, inspiring and engaging; in which all pupils flourish spiritually, creatively and academically to become confident young people.'

'With God's power working in us, God can do much, much more than anything we can ask or imagine.' Ephesians 3:20 New Century Version (NCV)

Aims:

Westhead Lathom St. James Church of England Primary School aims to:

- Provide a broad and challenging curriculum and a stimulating learning environment that extends outside the classroom,
- Develop enquiring minds and spirituality through curiosity, awe and wonder of the world,
- Teach, demonstrate and praise Christian Values,
- Value the power of prayer,
- Teach with innovative and investigative approaches to learning,
- Provide an enriching programme of extra-curricular activities and visits,
- Plan a rich, varied and up-to-date range of learning resources,
- Encourage children to achieve their highest standards in all areas of the curriculum and to seek excellence within an ethos of support, challenge and encouragement to succeed,
- Teach children to work independently, collaboratively and become highly motivated lifelong learners,
- Include opportunities for creative thinking in problem solving settings, developing divergent thinking, adaptability and flexibility in preparation for the many changes ahead in life, including the rapid progress in technology,
- Build partnerships between the school, home and community,
- Strive for continuous improvement in all that we do,
- Continually self-evaluate and continue to improve upon current practice,
- Work collaboratively towards common goals,
- Place self-esteem and a positive and inclusive approach to behaviour as high priorities thus ensuring that individuals respect and value themselves, others and the environment and

is motivated to do their best in school and beyond in order to become a fulfilled adult who gives to the community.

We want a rich curriculum and it is important that our pupils expand their cultural capital by experiencing:

- Visits to churches, art galleries, libraries, museums, woods, beaches, music festivals, farms, theatres and other faiths' places of worship,
- Taking part in residential trips to develop social skills and independence,
- Taking part in a wide range of physical activities including taking part in sporting competitions, in order to develop healthy lifestyles,
- Eating in a café or restaurant,
- Other cultures' traditions,
- Forest school,
- Play in which they have to assess risk and make decisions,
- Independence and have responsibilities,
- Enterprise,
- Cooking and learning about nutrition,
- Using practical tools safely,
- Adult role models of reading and enjoyment of being read to, to enthuse them as lifelong readers,
- Quality texts throughout the curriculum,
- The fun of learning a new language,
- The local area and develop an appreciation for what we have in our locality,
- Local history and understand what life was like in our community in the past,
- Playing musical instruments, sing, dance and take part in school productions,
- Using a range of technology to enhance their learning,
- Learning outdoors including building an awareness of environmental and conservation issues,
- Being part of a community with strong values which help develop them into well prepared, confident young people,
- Helping those most in need through charity work and fundraising,
- Links with other schools,
- Wisdom, dignity, hope and community.

Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The board of Governors of Westhead Lathom St. James C.E. Primary School recognises the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings, recognising that Grade 2 listed status imposes its own limitations, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

These duties are reaffirmed by the Equality Act 2, 2010,

The planning duties of the DDA makes three requirements of the Governing body

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve 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 for pupils who are not disabled in a format appropriate to their needs.

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the Provisions Committee of the board of governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Disability

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – the DDA definition of disability

Westhead Lathom St. James C.E. Primary School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Equalities Policy.

Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted and inspectors upon request.

Supporting Policies: Equality Duty, SEN, Behaviour and Anti-bullying policies.

	Timescale	Objective	What	Who/How	When	Outcome	Completed
1	Short Term	To ensure all teachers are following SEND policy in the light of current changes.	All teachers need to ensure that they are using appropriate visual learning tools/colours, are accessing the relevant assessment tools and involving the SENDCo and other specialists where and when appropriate	Monitor by SENCO	Ongoing	Continual CDP training on and off-site for staff in order to remove all barriers to learning.	
2	Short Term	Ensure compliance with Equality Act 2010 and Code of Practice	Staff and governors informed of requirements and obligations of the Equality Act and Accessibility Plan shared with personnel.	Staff and governors meetings	Ongoing	All personnel aware of requirements and obligations	
3	Short/Medium Term	Greater awareness of and confidence amongst teachers and teaching assistants in dealing with pupils with Dyslexia, Dyscalculia, Autism, Speech difficulties and Special Educational Needs	Identify areas where knowledge and skills base needs to be extended	More highly trained staff in this area Teachers and TAs have greater responsibility in finding the right course to suit their needs and those of the SDP	Ongoing due to turn-over of staff	Better access to the curriculum for all children	
4	Medium Term	To ensure that both areas inside and outside conform to the H&S guidelines	To assess any high risk areas and carry out appropriate risk assessments, working to bring them up to an acceptable level.	LA representatives, head, staff, caretaker and governors to carry out risk assessments	As Required	All risk assessments carried out so far, this is ongoing as it is responding to particular needs as and when they arise e.g risk assessment personal plans. H&S	

	Timescale	Objective	What	Who/How	When	Outcome	Completed
						Audit completed and achieved.	
5	Medium Term	Training for staff on differentiating the needs of the children with impairments.	SENDCo to investigate what areas of training are required.	HT /SENDCo to carry out or arrange relevant training.	When required	All personnel are trained in the relevant areas.	
6	Medium Term	To update and review the accessibility plan at termly walkabouts	Carry out an audit of the plan	Review plan and liaise with HT/SENCO for an update on current children with disabilities.	Autumn 2021	All areas accessible	
7	Long Term	To improve provision for disabled, and children with visual and hearing problems.	Liaise with the appropriate outside agencies to seek advice and guidance. Completion of CAF/TAF/ ALL About Me	SENCO to liaise with agencies and feedback to relevant staff.	Ongoing	Disabled children to have equal access to curriculum and school site.	
8	Long Term	To ensure that all children regardless of any physical or mental impairment have full access to an appropriate curriculum	Curriculum in accordance with the SEND Policy and other intervention strategies.	HT/SENDCO to ensure that differentiation is in place within a broad and balanced curriculum in accordance with SEND policy and monitor intervention. Training for all staff in effective differentiation and relevant staff for support programmes	Ongoing	HT/SENCO to monitor and obtain appropriate evidence.	