



## ACCESSIBILITY PLAN 2018 – 2021

Governing Body with Responsibility	Resources Committee
Head Teacher's Signature	
Agreed by Governors	December 2015
Chair's Signature	
Staff Member with Responsibility	Head Teacher & Bursar
<b>Date of Next Review:</b>	<b>January 2020</b>
Last Review/ revision	January 2018

**The Governing Body of St. Johns Walham Green CE Primary School have formally adopted this Policy.**

ST. JOHN'S WALHAM GREEN CE PRIMARY SCHOOL

Filmer Road, Fulham, London, SW6 6AS

Telephone: 020 7731 5454

Head Teacher - Ms Barbara Wightwick

Chair of Governors - Mrs Evie Hambri

**St John's Walham Green Church of England Primary school is committed to provide an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We challenge negative attitudes about disability and accessibility and nurture a culture of awareness, tolerance and inclusion.**

While there are a number of physical constraints of our Grade 2 listed, 4 storey Victorian School building, we remain committed to ensuring that access to school life for our staff, pupils and wider school community is under regular review and improvements and updates are made as necessary and as our school site allows. Wheelchair access beyond the ground floor would necessitate major building works by Hammersmith and Fulham Council.

## **THE RATIONALE**

Our Accessibility aims and strategy and are in accordance with The SEN and Disability Act 2001 and in line with the Special Educational Needs and Disability Code of Practice 2014.

At St John's Walham Green C of E Primary School we undertake:

- **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; and**
- **To plan to increase access to education for disabled pupils.**

This plan seeks to reflect the aims of the school as outlined below:

- To encourage all children to achieve their full potential;
- To give all children equal access to the school's academic and social curriculum;
- To emphasise values of tolerance, responsibility and flexibility and encourage children to become good citizens;
- To work to establish a partnership with parents and families in support of children's learning;
- To provide a caring Christian setting for working and playing;
- To teach a spirit of curiosity;
- To continue to improve our school environment; and
- To teach basic skills within a broad and balanced curriculum which reflects the requirements of the National Curriculum.

## **OUR COMMITMENT TO ACCESSIBILITY PRINCIPLES**

The 2010 Equality Act consolidates all pre-existing discrimination law. The responsibilities of schools and their Governing Bodies in relation to accessibility for disabled pupils are set out in Schedule 10 of the Act. The exceptions to the Act relevant to curriculum content, collective worship and admissions to a Church school, such as ours, are set out in Schedule 11.

According to Schedule 10, our Accessibility Strategy aims to:

- Increase the extent to which disabled pupils can participate in the schools' curriculums;
- Improve the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

## **OUR SCHOOL CONTEXT**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policy;
- Equal Opportunities Policy
- Health & Safety (including off-site safety)
- SEND Policy and provision map
- Pupil Premium provision map
- Behaviour Management Policy
- School Development Plan
- Teaching and Learning Policy

As at 2017, our school SEN population is dominated by children with Speech, Language and Communication disorders therefore our priority is to ensure that they have the best provision possible within our restraints.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. The Senior Leadership team will have responsibility to ensure that the plan is enacted. Attached is a set of action plans showing how the school will address the priorities identified in the plan, in order to:

- 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; 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 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 within the constraints of our school building.
- 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.

The Plan will be monitored through the Bursar’s Office. There will be a full review of the Plan on an annual basis during the lifetime of the Plan (i.e. three years), reporting the implementation of the Plan to the Head Teacher. The Plan will be renewed on a three yearly cycle.

## **SPECIAL EDUCATIONAL NEEDS**

The duties on Special Educational Needs and Disability (SEND) apply equally to schools of all types and we will ensure that we comply with our legal requirements and guidance provided including:

- Guidance to schools on their obligations under the Equality Act to complement the technical guidance published by the EHRC
- The SEN & Disability Code of Practice Sept 2014 – statutory guidance integrating SEN and disability frameworks (last updated May 2015).
- Statutory guidance on supporting pupils with medical conditions in May 2014

## **MILESTONES ALREADY ACCOMPLISHED**

<b>Item</b>	<b>Activity</b>
Provision of portable hearing loop system to improve SALT facilities for therapists/teachers of the deaf etc	Provide portable loop system including loop kit, amp and receiver
Sound Proofing the lower hall to improve acoustic whilst in use	Professional sound proofing to be installed
Accessible car parking	Bays to be signed in accordance with Part M standards
Accessible entrance for disabled parents/carers	Pedestrian access
Accessible toilet	To provide one unisex accessible toilet
Improve Reception facilities	The counter is lowered to a maximum height of 800mm, with knee-space under.
Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height in reception area
Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin in reception area	To be moved to wheelchair height
Disabled shower in nursery changed to full infant shower	To put in new shower tray and drain
Use of disabled shower in reception area for disabled pupil	To make it fully operational as currently unable to be used – lack of drain and shower base, plumbing etc.
Internal Signage update for better navigation	All internal doors have updated signage

**St Johns Walham Green School Accessibility Plan 2018-2021**

**Improving the Curriculum Access**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements NQTs to be given particular support by mentors.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	To follow professional development and review cycle	Head Teacher	Increase in access to the National Curriculum
Training for teachers on differentiating the curriculum to meet the particular needs of our pupils. Focus on ASD training and dyslexia/dyspraxia training	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Ongoing training	SENCo	CPD for staff Increased provision for pupils
All out-of-school and after school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with school staff, or providers that comply with all current and future legislative requirements	Reviewed termly by	Extra Curricular Activities coordinator	Increase in access to all school activities for all disabled pupils
Ensure all children on SEN register have a provision map in place	Provision map is up to date and forms a key part of the planning and assessing process for all staff	Provision maps for all children on the SEN register. Pupils with SEN are included in their learning of the curriculum.	Ongoing	SENCo	Provision maps in place and highlighted to support the needs of individual children
Classrooms are optimally organised to promote the participation and independence of all pupils, with help from OT LA department	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Annually at start of Autumn term	SENCo	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues- Accessibility Staff/Govs and PTFA committee	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access Format to be discussed 'How can we best engage with our wider school community to develop and extend our inclusive environment?'	Summer term 2018	Head Teacher SENCo	Society will benefit by a more inclusive school and social environment

To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly based on need for intervention/support	Ensure staff skills are matched to pupil needs Pupils needs are appropriately met through effective deployment of skilled support staff	Ongoing	Head Teacher SENCo	All pupils are supported to achieve their full potential
Promote positive attitudes towards pupils and all others with disabilities	Celebrate and highlight key national/local events such as Paralympics, deaf awareness and learning Disability week. Promote outside visits from disability groups	Raise pupil awareness of the way people with disabilities are an intergeral part of society.	Ongoing	Head Teacher	Pupils are demonstrating that they understand and have a positive attitude towards disability
Use ICT Software to support Learning	Review needs of pupils to consider wheter and new software is required to support access to curriclum. Consider this in Data Review meetings and Personal Plan reviews	ICT used where necessary eg. Recording devices (visual / voice).	Ongoing as required	SENCo ICT Coordinator	Pupils can access curriculum fully.
All Education visits to be accessible to all	Teacher of pupils with disabiites to plan for access to educational visits	All pupils with disabilities access school trips successfully	Ongoing as required	Class Teachers	Pupils can access curriculum fully.
Recrutiment of new staff does not discriminatate	Ensure recruitment policy considers all appropriate qualified people who have a disability.	Recruitment Policy does not discriminate intentionally or unintentionally.	Ongoing	Head Teacher	People who have disabilities are welcome to apply for jobs and are able to state that they have been treated equally, regardless of outcome

**ST JOHNS WALHAM GREEN SCHOOL ACCESSIBILITY PLAN 2018-2021**

**IMPROVING PHYSICAL ACCESS**

<b>Item</b>	<b>Activity</b>	<b>Approx Cost</b>	<b>Timescale</b>
Widening of all doors, visual panel on all new doors	Anti-glare film to be applied to all new doors and visibility panels included too	£600 per door	On-going as redecoration
Colour-contrasted handrails to both sides of staircases	Presently, contrasting tiles above and below show where the handrail is for visually impaired pupils/parents. Contrasting DDA stickers to be applied to both sides of staircase handrails throughout school.	£1,000	Ongoing as redecoration
Provision of a lift to access the first and second floors only (IT suite unable to do in foreseeable future – possibly starlift eventually)	Lift to first 2 floors from hall area	£25,000	By 2020
Improve lower floor for disabled access- ramps into nursery and from one of the french windows in the hall	Provide threshold ramps	£200	As and when necessary
Improve external stair environment for visually impaired people to feel safe in school grounds	Yellow anti-slip hair nosing to be installed on all external staircases	£400	By July 2019
Ensure that all disabled pupils can be safely evacuated. All disabled children and staff working with them are safe and confident in the event of a fire and all staff that may require training on the evacuation aids are trained.	Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils, where and when necessary and train staff in the use of evacuation aids		As and when necessary

**ST JOHNS WALHAM GREEN SCHOOL ACCESSIBILITY PLAN 2018-2021**  
**DELIVERY OF WRITTEN INFORMATION**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.e.g. braille (using VI teams help- Wendell Park). School to use EAL data to ensure necessary translations are available	The school will be able to provide written information in different formats when required for individual purposes	As neccesasry	SENCo	Delivery of information to disabled/EAL pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	As necessary	Bursar	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	As necessary	SENCo	Delivery of school information to pupils & parents with visual difficulties improved.