

ACCESSIBILITY PLAN

West Hill Primary School

1. This Accessibility Plan has been drawn up in consultation with the parents, governors and the Local Authority and covers the period from **October 2016 – October 2019**.
2. We are committed to providing a fully 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 are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. West Hill 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 DDA). 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, visual 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.
5. Attached is an Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis. A new plan will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equality and Diversity scheme (incorporating gender, race equality, disability equality and actions to support and promote community cohesion)
 - Health & Safety (including off-site safety)
 - Special Needs Policy
 - Behaviour
 - School Improvement Plan
 - Asset Management Plan (from Wandsworth Borough Council)
 - School Prospectus

8. It may not be feasible to undertake some of the works in The Action Plan for physical accessibility during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An access audit will need to be carried out prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
9. The School Prospectus will make reference to this Accessibility Plan..
10. The Plan will be monitored through the Personnel, Finance and Premises Committee of the Governors.
11. The Plan will be monitored by Ofsted as part of their inspection cycle.

West Hill Primary School has an Equality and disability Scheme.

DATE: October 2019

Action	Who?	By when?	Cost	Ongoing review monitoring	Evaluation – impact / judgement
<p>BUILDING/ ENVIRONMENT Ensure every classroom has a Soundfield system which is in good working order</p> <p>INSET New teachers receive INSET about how to use the Sound field system in the classroom.</p>	<p>LC AH / School keeper</p> <p>LC/ AH (SENCO)</p>	<p>Jan 2016</p> <p>As necessary</p>	<p>none</p>	<p>Informal classroom monitoring by LC/ AH.</p> <p>Monitored by Senco</p>	<p>Teaching staff use the Soundfield systems in everyday practice. .</p> <p>Teaching staff use the soundfield with confidence.</p>

Monitoring of pupils with identified learning / physical disabilities to ensure significant progress is made.	SENCO / class teachers			Target tracking Pupil progress meetings Review meetings with SENCO	Risk assessments are carried out to ensure that pupils with disabilities are able to safely participate in the visit along with their peers. .
Ensure that classrooms are organised so that pupils with disabilities are not disadvantaged.	SENCO				
After school clubs are accessible to all pupils regardless of attainment of impairment.	SW (PE co ordinator)			Termly check	
School visits are accessible to all pupils regardless of attainment of impairment.	HT / DHT				

Action	Who?	By when?	Cost	Ongoing review monitoring	Evaluation – impact / judgement
INFORMATION SHARING Parents are informed of any worries or concerns regarding progress relating to their child at parents eve.	Class teacher/ SENCO	Termly		SENCO	Parent’s views are taken into account. Children attend appointments with out side agencies if appropriate. Children make progress in their learning.

Ensure all policies consider the implications of disability access to the curriculum.	Governors	Ongoing	nil	Governors	All pupils have access to all aspects of school life.
Provide information in clear print in newsletters etc. for parents, visitors and staff.	Class teachers/ Admin Staff	On going			Parents with disabilities are as well informed as parents without disabilities.
The school will support and help parents to access information and help to complete forms if needed.	office staff, Learning mentor and SENCO	Ongoing			The school will be able to provide written information in different formats when required for individual purposes
Parents are informed about the Enhanced Children's centre for 0 to 5 on our site.	SENCO/ Office staff	On going			Parents of children with complex needs are able to access the resources and support at the Enhanced children's centre. Children with SEN/ Disability needs are attending the enhanced children centre.

