

Accessibility Plan 2022-2025



THE WILLOWS
PRIMARY SCHOOL AND NURSERY

Reviewed By	Date	Governing Body Committee Approval	Date
Mr T Robinson	September 2022		September 2022

The Willows Primary School

Accessibility Plan 2022-2025

At The Willows Primary School, we are proud of our friendly and family atmosphere where we get to know each child whilst fostering a sense of community responsibility.

Our school values underpin everything we do, providing a safe, supportive and encouraging environment in which we recognise each unique individual. We set high standards of achievement and behaviour whilst ensuring that the children's school days are enjoyable.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how The Willows Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities.

Areas of planning responsibilities

Increasing access for disabled pupils to the **school curriculum** - this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

Improving access to the **physical environment** of schools - this includes improvements to the physical environment of the school and physical aids to access education.

Improving the delivery of **written information** to disabled pupils - this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

In 1956 Manor Infant and Junior School in Church Road, Fryerns opened. In January 2002 the two schools amalgamated and were renamed The Willows Primary School which it remains today. The school consists of two sites joined by a covered walkway. The old Junior site is a two storey building housing classrooms, meeting rooms, a school hall and intervention rooms. There is a lift for access between the two floors.

The old Infant site is used for administration purposes and contains the reception area, school office, meeting room, the staffroom, hall, kitchen and classrooms. There is chair lift/step riser from the reception area to the classrooms surrounding the hall. The disabled toilet/wet room is located close to the hall.

At present we have one wheelchair dependent pupil and there are two parents who require support with walking.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

We have a small number of pupils and parents who have a hearing impairment.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time- scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, adaptive teaching and recording methods Online learning modules if required	On-going and as required	Inclusion Manager and SLT	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	Inclusion Manager	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required	As required	Inclusion Manager	All staff aware of individuals needs

	Information sharing with all agencies involved with child			
Use ICT software to support learning	Make sure software installed where needed	As required	Computing Leader	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	EVC Coordinator	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	Healthy Schools Coordinator PE Leader	All pupils in school able to access PE and take part in a range of activities

Improving access to the physical environment of the school

There is a rising population in Basildon and the requirement for many schools to expand. It is hoped that soon we will be able to expand the buildings and to improve the facilities.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the ECHP process when required Be aware of staff, governors and parents access needs and meet as appropriate	As required Induction and on-going if required	Senior Leadership Team	ECHPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues

	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually		
	Consider access needs during recruitment process	Recruitment process		
	Ensure staff aware of Environment Access Standard	Recruitment Process		
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Governors/ Site Manager/ School Surveyor	Re-designed buildings are usable by all
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	Inclusion Manager	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required As required	Computing Leader ICT Technicians	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	On-going	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have	On-going and as	LA	All disabled staff, pupils and visitors able to have safe

	wheelchair access Egress routes visual check	required and as appropriate Weekly	Site Manager	independent egress
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Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time- scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	On-going	School Office Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	Inclusion Manager	Staff produce their own information
Annual review information to be as accessible as	Develop child friendly ECHP review	On-going	Inclusion Manager	Staff more aware of pupils preferred method

possible	formats			of communications
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	Inclusion Manager	Pupils and/or parents feel supported and included