



*Inspiring hearts and minds*

# WYKE REGIS PRIMARY FEDERATION

## Accessibility Plan

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**Approved by:** David Blackburn (Chair of Finance and Environment Committee)  
Full Governing Body

## 1. Introduction

All schools must have an Accessibility Plan. This is required by law (Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for pupils with a disability
- b) improve the physical environment of the school for pupils with a disability
- c) make written information more accessible to pupils with a disability by providing information in a range of different ways.

This is our school Accessibility Plan for Wyke Regis Infant School and Nursery and Wyke Regis Church of England Junior School, collectively known as Wyke Regis Primary Federation (WRPF).

## 2. School context

Wyke Regis Primary Federation was established in September 2010 bringing together Wyke Regis Infant School and Nursery and Wyke Regis CE Junior School under one Governing Body. The schools are located on adjacent sites with generous and attractive grounds.

As a Federation, the schools have one Head of Federation, one Deputy Head of Federation, one Inclusion Manager and one Governing Body. Each school also has a non-teaching Assistant Head and a School Business Manager.

The Community Infant School caters for children aged between 3 and 7 years of age.

The school's nursery class offers part time nursery education. There are places for up to 26 children at each session. The nursery is a self-contained unit with its own entrance, a large classroom, a kitchen area, toilets and a secure outdoor play area. The school is a 3 form entry school, which is above average in size with an admission number (PAN) of 270. Each class base has a classroom, an annexe for small group activities, and a large art and craft area.

All classes have an outside learning area as well as sharing extensive grassed and hard surface play areas. The school's accommodation also includes a large hall, library area and a Nurture Room.

The Junior school caters for children aged between 7 to 11 years of age. The premises consist of twelve classrooms, a library, a large practical/resource area, a fully equipped ICT suite, a hall, with adjoining drama/music studio and three Learning Bases. There are two play areas used for playtimes, including a sports MUGA and there is a large playing field for sporting activities. As a Church of England Voluntary Controlled school, the school has close links with All Saints Church which is the parish church. The school is a 3 form entry school with the majority of children progressing from Wyke Regis Infant School. The Junior School is also above average in size with an admission number (PAN) of 360.

Both school buildings are managed with the Local Authority (Dorset) buildings and premises team and accessibility works are considered on an ongoing basis and in line with the needs of pupils at each school. Large adaptations requiring building works are assessed by the Local Authority team and works carried out as necessary. Both SBMs are responsible for ensuring the premises and buildings are as accessible as possible.

The schools are responsible for responding to the changing needs of pupils and will seek to provide solutions for minor works and adaptations as required.

### **3. Vision and aims**

Our aim is for everyone at Wyke Regis Primary Federation to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

### **4. Objectives**

At Wyke Regis Primary Federation, all staff and governors will be aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantage faced by pupils with a disability by adopting a 'can do' attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place to support the inclusion of pupils with a disability, for example, Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans, Communication Passports and Transition Plans.

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

### **5. Other policies**

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability Policy and SEN Information Report
- Supporting Pupils at School with Medical Conditions Policy
- Equality Information and Equality Objectives.

It can also be read alongside the following school documents:

- Child Protection Policy
- Curriculum Policy
- Health & Safety Policy (including off-site safety)
- Positive Relationships Policy
- Federation Development Plan

## **6. Pupil data**

We ask for information about any disabilities or health conditions in early communications with new parents and carers, in addition to carefully observing our pupils' progress.

Current pupil data shows that at the start of the 21-22 academic year, 8% percent of our pupils at the juniors and 5.2% at the infants were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

- ASD
- ADHD
- Epilepsy
- Cerebral palsy
- EDS
- ODD
- Downs Syndrome
- Selective mutism
- Immune deficiency
- Diabetes
- Hydrocephalus
- Spina Bifida

## **7. Audit**

To help us develop our Accessibility Plan, we undertook an environmental audit of Wyke Regis Primary Federation. This told us that:

- The majority of the junior premises is accessible
- The layout of the infant site is a challenge in terms of accessibility to do with steps and slopes
- There are specific areas/spaces that could be increased in terms of accessibility
- Outdoor equipment is not accessible for all children

## **8. Consultation**

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SEND support staff
- other staff at the school, including the leadership team
- our governing body
- relevant specialist services.

## **9. Current good practice**

### **Access to the curriculum**

At Wyke Regis Primary Federation, we have improved access to the curriculum for pupils with a disability through the following means (for example): -

- Using multimedia activities and interactive ICT equipment (Interactive Whiteboards, laptops and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- Providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- Offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of ASD, epilepsy and attachment disorder on learning;
- Organising classrooms so that they promote the participation and independence of all pupils;
- Staff INSET training regarding sensory impairments and the school environment;
- Modifying worksheets and curriculum content into large font for pupils with a visual impairment.

## **The physical environment**

At Wyke Regis Primary Federation, we have improved the physical environment of the school to increase access for pupils with a disability by:

- Providing flat or ramped access to all school entrances;
- Dedicating one parking bay outside the main school entrance for pupils and families, and visitors with a disability;
- Providing an accessible toilet;
- Adding highlighting tape on all thresholds and steps, and yellow paint to the edges of pathways for pupils with reduced vision;
- Ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- Removal of potential trip hazards and keeping all floor spaces uncluttered;
- Affixing acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
- Providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- Ensuring data projectors, plumbing and heating are regularly serviced and noise output minimised wherever possible.

Environment or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the Dorset Local Authority Accessibility Strategy.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

## **Access to information**

At Wyke Regis Primary Federation we make written information more accessible to pupils with a disability by:

- Modifying written information so that this is available in large print for pupils with a visual impairment;
- Adhering to guidelines from specialists, such as the Hearing and Vision Support Services, regarding the presentation of all written information, paying attention to layout and colour;
- Using social stories and picture symbols to explain school rules for pupils who benefit from this.

## **10. Sources of advice and information**

Our Accessibility Plan has been written following guidance from the Local Authority and taking into account the Dorset Local Authority Accessibility Strategy. Additionally, the following sources of advice and information have been used:

- Specialist advice from Local Authority SEN team
- Occupational Therapist
- Physiotherapist
- School nursing team
- Educational psychologist

## **11. Implementation and monitoring**

Our Accessibility Plan shows how we will continue to improve accessibility at Wyke Regis Primary Federation for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the Local Authority, Dorset Council (DC) and Salisbury Diocesan Board in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly and updated if needed. It will be monitored through the Governor responsible for inclusion and the School Improvement and Finance and Environment Committees.

The Wyke Regis Primary Federation complaints procedure covers the Accessibility Plan.



## 12. Accessibility Action Plan

| Increasing access to the curriculum  |  |                        |  |   |  |               |
|--|--|------------------------|--|---|--|---------------|
| What needs to be done?   | How will this be achieved?   | Who is responsible?    | When will this be done?  | Cost (estimate)                               | How can we tell if this is successful?   | Date complete |
| <i>To deploy Teaching Assistants effectively to support pupils' participation.</i>   | <ul style="list-style-type: none"> <li><i>Review needs of pupils within each class</i></li> <li><i>Ensure staff skills are matched to pupil needs.</i></li> </ul>  | SENCo<br>Year leaders  | <i>At least Annually, when the requirement for change is identified or when a child joins the school</i> | 1:1 hours where identified on EHC plans       | <ul style="list-style-type: none"> <li><i>Pupils' needs are appropriately met through effective deployment of skilled support staff</i></li> <li><i>All pupils are supported to achieve their full potential and maximise their progress toward achieving ARE</i></li> </ul> |               |
| <i>To ensure that furniture and equipment, ICT hardware and software is available to and being used effectively to provide greater access to the curriculum.</i> | <ul style="list-style-type: none"> <li><i>Assessing the needs of the children in each class and ensuring that required equipment is made available in a timely manner.</i></li> <li><i>Through the use of writing slopes, hokki stools, laptops, laptops and other specialist equipment</i></li> </ul> | SENCo<br>SLT           | <i>Termly or when a requirement is identified.</i>   | £ furniture and equipment costs as identified | <ul style="list-style-type: none"> <li><i>Children will develop independent learning skills</i></li> <li><i>Improved access to curriculum</i></li> </ul>   |               |
| <i>Ensure the needs of individual children are met during statutory tests and assessments.</i>   | <ul style="list-style-type: none"> <li><i>Children will be assessed in accordance with classroom practice</i></li> <li><i>Additional time, use of equipment etc. will be applied for as needed</i></li> </ul>  | Year leaders and SENCo | <i>Annually</i>  |   | <ul style="list-style-type: none"> <li><i>Barriers to learning will be reduced or removed enabling children to achieve their full potential in statutory and other assessments</i></li> </ul>  |               |



| Increasing access to the curriculum  |  |   |   |   |   |               |
|--|--|---|---|---|---|---------------|
| What needs to be done?   | How will this be achieved?   | Who is responsible?   | When will this be done?   | Cost (estimate)                               | How can we tell if this is successful?  | Date complete |
| <p>A CPD programme needs to be developed to ensure that all staff have an awareness of epilepsy, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such pupils.</p> | <ul style="list-style-type: none"> <li>Whole school staff (including support staff) awareness training provided by local specialist nurse</li> <li>Online training modules (e.g. through Epilepsy Action) undertaken by all staff</li> <li>Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist</li> </ul> <p>Pupils with epilepsy will be provided with an Individual Healthcare Plan in line with Supporting pupils at school with medical conditions.</p> | <p>Headteacher</p> <p>All staff, including support staff</p> <p>SENCO</p> <p>Headteacher and responsible Governor</p> | <p>September and Annually</p> <p>To be discussed with SLT/ specialist nurse</p> <p>EP planning meeting termly.</p> <p>Sept/ Jan/ May</p> <p>September and Reviewed annually</p> | <p>£training costs</p> <p>£Ed Psych hours</p> | <ul style="list-style-type: none"> <li>Pupils and their families feel supported and their needs understood;</li> <li>Pupils with epilepsy have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs;</li> <li>Pupils with epilepsy continue to achieve in line with their ability;</li> <li>Teachers and support staff are confident in meeting the needs of pupils with epilepsy and know how to support them, including in an emergency.</li> </ul> |               |

| Improving the physical environment   |   |   |  |  |   |               |
|--|---|---|--|--|---|---------------|
| What needs to be done?   | How will this be achieved?  | Who is responsible?   | When will this be done?                        | Cost (estimate)  | How can we tell if this is successful?  | Date complete |
| <p>All out of school activities need to be planned in advance to ensure that all pupils with a disability are able to take part.</p> | <ul style="list-style-type: none"> <li>Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training</li> <li>Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc.</li> <li>Complete a risk assessment for every trip/visit. Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements.</li> </ul> | <p>Headteacher and responsible governor</p> <p>Senior Leadership Team</p> <p>Individual class teachers and SENCO</p> <p>EVC trained member of staff</p> | <p>On going</p> <p>On going</p> <p>Ongoing</p> | <p>.</p> <ul style="list-style-type: none"> <li>£EVC training costs</li> </ul> | <ul style="list-style-type: none"> <li>No out of school activities are planned without consideration of how pupils with a disability will be included;</li> <li>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements;</li> <li>Pupils with a disability have access to all school activities and trips</li> <li>Parents feel supported in access for all school activities</li> <li>activities such as trips out, residential visits, extended schools activities and sporting events</li> <li>Pupils and their families feel included in out of school activities</li> </ul> |               |

| Improving the physical environment  |   |  |                         |  |  |               |
|---|---|--|-------------------------|--|--|---------------|
| What needs to be done?  | How will this be achieved?  | Who is responsible?  | When will this be done? | Cost (estimate)                        | How can we tell if this is successful?   | Date complete |
| <i>To ensure that modifications and/or alterations to the schools grounds and buildings maintain accessibility for everyone</i> | <ul style="list-style-type: none"> <li>• Governor Audit of accessibility of school buildings and grounds when modifications and alterations are proposed.</li> <li>• Consideration to be given to colour/paint schemes for visual impairment when redecoration proposed.</li> </ul> | <p>Health and Safety Governor</p> <p>F&amp;E governors</p> | <i>As need arises</i>   | £ works under £1500 from school budget | <ul style="list-style-type: none"> <li>• Premises development and refurbishment will meet requirements of current legislation.</li> <li>• Changes do not impact or adversely affect accessibility</li> <li>• Children transferring to either site will have facilities adapted to needs in a timely way</li> </ul> |               |
| <i>To ensure building maintenance and general housekeeping takes account of accessibility requirements</i>                      | <ul style="list-style-type: none"> <li>• Step edging, ramps and signage to be maintained to a good standard to ensure durability and ongoing suitability.</li> </ul>  | <p>Health and Safety Governor</p> <p>Caretaker</p>         | <i>Ongoing</i>          | .                                      | <ul style="list-style-type: none"> <li>• Premises continue to meet requirements of current legislation</li> </ul>  |               |
| <i>To ensure that classrooms and teaching areas are organised to promote the participation and independence of pupils</i>       | <ul style="list-style-type: none"> <li>• Review and implement a preferred layout of furniture and equipment to support the learning process in classrooms and other learning areas</li> </ul>   | <p>Class teacher</p> <p>SENCo</p>                          | <i>Ongoing</i>          |  | <ul style="list-style-type: none"> <li>• Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils</li> </ul>   |               |
| <i>To ensure suitability to exterior of premises in maintained</i>  | <ul style="list-style-type: none"> <li>• Access to pedestrian areas is reviewed regularly for potential hazards.</li> <li>• Levels, gradients, cambers and gullies in</li> </ul>  | <p>Caretaker</p> <p>Health &amp; Safety Governor</p>       | <i>Ongoing</i>          |  | <ul style="list-style-type: none"> <li>• The outside areas are safe and welcoming.</li> <li>• The physical environment is improved by removal of any hazards</li> </ul>  |               |

| Improving the physical environment |  |                     |                         |                 |  |               |
|------------------------------------|--|---------------------|-------------------------|-----------------|--|---------------|
| What needs to be done?             | How will this be achieved?   | Who is responsible? | When will this be done? | Cost (estimate) | How can we tell if this is successful?   | Date complete |
|                                    | <p><i>proximity to pathways will be reviewed</i></p> <ul style="list-style-type: none"> <li>• <i>Ensuring that exterior lighting is operational, adequate and considers pollution and local issues.</i></li> </ul> |                     |                         |                 | <ul style="list-style-type: none"> <li>• <i>Pupils with disabilities and their families are able to access the school building(s) without hindrance or risk of injury</i></li> </ul> |               |

| Making written information more accessible   |   |                     |                         |                 |   |               |
|--|---|---------------------|-------------------------|-----------------|---|---------------|
| What needs to be done?   | How will this be achieved?  | Who is responsible? | When will this be done? | Cost (estimate) | How can we tell if this is successful?  | Date complete |
| <i>Provide documentation that ensures accessibility for pupils, parents/carers and visitors with visual impairment</i> | <i>Advice from HVSS on alternative formats and use of IT software to produce customised materials to be followed.</i> | <i>All Staff</i>    | <i>ongoing</i>          |                 | <ul style="list-style-type: none"> <li>• <i>Delivery of school information to persons with visual impairment achieved</i></li> </ul>  |               |
| <i>Documentation is available in alternative formats</i>   | <i>Services available for converting information into alternative formats will be identified.</i>                     | <i>All Staff</i>    | <i>ongoing</i>          |                 | <ul style="list-style-type: none"> <li>• <i>Written information will be provided in different formats when required for individual purposes for use of symbols, large print, contrasting colours and use of translation services</i></li> </ul> |               |

