



Wigton Moor Primary School

ACCESSIBILITY PLAN 2014-2017

INTRODUCTION

Special needs and disability legislation introduced in 2014 and DfES guidance 'Accessible Schools: Planning to increase access to schools for disabled pupils' (2002) places duties on local education authorities and schools in relation to disabled pupils. A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Schools are required to prepare accessibility plans for increasing over time their accessibility for disabled pupils to ensure equality of access and opportunity for all pupils.

Our school has considered three aspects in this accessibility plan:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving 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 in writing for pupils who are not disabled.

INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE CURRICULUM

To sustain and develop access to the curriculum for disabled pupils, the school will:

- continue to make additional provision as part of our special needs and inclusion policies;
- continue to liaise with outside agencies such as the hearing impaired, visually impaired and physically disabled services to ensure our provision is appropriate;
- use D.f.E.S. and Q.C.A. guidance on curriculum planning, teaching and learning for pupils with disabilities;
- provide appropriately differentiated teaching styles and learning activities for disabled pupils;
- continue to make use of Leeds City Council guidance on curriculum provision for disabled pupils
- ensure that the school's inclusion policy is reflected in its practice;



- develop curriculum subject audits and action plans to include a review of inclusion and accessibility issues;
- identify disability as a theme in its assembly/collective worship programme and within the PSHE curriculum;
- provide training for staff working with pupils with disabilities.

IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL

To improve access to the school building, the school will liaise with Leeds City Council to identify accessibility issues and how improvements can be made. This should enable the following issues to be addressed in the school:

To provide:

- ramps alongside the steps around the outside of the school building;
- additional signage and in different formats;
- additional handrails;
- a split-level counter and induction loop in the reception area;



IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS

To improve the delivery of written information to disabled pupils, the school will continue to:

- liaise with the visually impaired and hearing impaired services to obtain advice, loan resources and develop practice;
- adapt resources, books, worksheets and activities so that pupils can access them;
- provide training for staff working with pupils with disabilities in how written information can be presented to them in an appropriate format.

EVALUATION AND REVIEW OF THE ACCESSIBILITY PLAN

The governors, staff and interested parents/carers will review this plan and revise it as part of our self-evaluation programme.

Updated: Dec 2014

To be reviewed: Dec 2017

