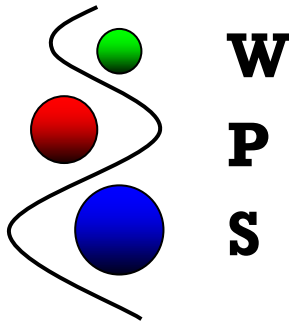


Nurturing Minds...
Inspiring Excellence

Accessibility Plan
September
2016



Nurturing Minds... Inspiring Excellence

Summary Overview

RATIONALE

The following Accessibility Plan has been developed in consultation with disabled pupils, staff, parents and members of the school community who use the school facilities.

CONTEXT

“A person has a disability if he has a physical or mental impairment which has a substantial or long-term adverse effect on his ability to carry out normal day-to-day activities”

This covers the following categories:

- ◆ Mobility
- ◆ Physical coordination
- ◆ Manual dexterity
- ◆ Continence
- ◆ Ability to lift, carry or otherwise move everyday objects
- ◆ Speech, hearing, eyesight
- ◆ Memory or ability to learn, concentrate or understand
- ◆ Perception of risk or physical danger

AIMS

The School aims to meet its general duty through:

- ◆ Promoting equality of opportunity between disabled persons and other people
- ◆ Eliminating discrimination that is unlawful under the Act
- ◆ Eliminating the harassment of disabled persons that is related to their disabilities
- ◆ Promoting positive attitudes towards disabled persons
- ◆ Encouraging participation by disabled persons in public life

Westminster Primary School
Disability Scheme 2016-2019

Outcomes	Accessibility Planning Code C– Curriculum E– Environment I– Information	Accessibility Plan			
3 years- To be reviewed annually		What/How	Lead	Resources	Timescale
To improve progress and participation for children with all special educational needs or additional needs.	C E I	Identify the professional development need of all SEND staff annually Monitor pupil achievement, identifying any trends or patterns in data which require additional action.	SENCo	CPD Training	Ongoing CPD Termly pupil progress meetings Half termly data tracking
To improve progress and participation for children with sensory and physical needs.	C E I	To highlight internal and external steps with yellow/ white strips Continue the rolling programme of LED screens in to the infants building. Annual update and ensure training takes place for staff of meeting the needs of the child with spina bifida	Site Manager SENCo Business Manager	Paint Strips Screens	Ongoing

Westminster Primary School
Disability Scheme 2016-2019

Outcomes	Accessibility Planning Code C– Curriculum E– Environment I– Information	Accessibility Plan			
		Actions			
3 years- To be reviewed annually		What/How	Lead	Resources	Timescale
Information sharing and identification of children with disabilities.	C E I	Staff INSET September 2016 Regular information sharing during team meetings and staff INSET-ongoing.	SENCo Teaching staff	Information given to all staff– a class list of all children in their class with disabilities or learning needs	Ongoing
All staff to be are aware of children with disabilities across school.	E I	Information sharing with lunchtime supervisors and office staff	SENCo Pastoral Lead	Teacher training day information and lists given to lunchtime supervisors and office staff.	Ongoing throughout the year

Westminster Primary School
Disability Scheme 2016-2019

Outcomes	Accessibility Planning Code C– Curriculum E– Environment I– Information	Accessibility Plan Actions			
3 years- To be reviewed annually		What/How	Lead	Resources	Timescale
To improve progress and participation for children with particular needs i.e. children of short stature	C E I	Training from PDSS and SENCo Regular learning walks to ensure accessibility and provision is appropriate.	SENCo	Training materials.	Ongoing
Review suitability of Changing facilities for children with personal care difficulties	E I	Environment audit to be conducted by SENCo and the site manager.	SENCo	All equipment that needs to be used for keeping the personal care room to a high standard of cleanliness needs to be ordered.	Regular on going monitoring and ordering of stock

Westminster Primary School
Disability Scheme 2016-2019

Outcomes	Accessibility Planning Code C– Curriculum E– Environment I– Information	Accessibility Plan			
3 years- To be reviewed annually		What/How	Lead	Resources	Timescale
Ensure all school trips and extra-curricular activities are accessible to children with disabilities.	C E I	Risk assessments completed. Relevant communication between EVC, year group co-ordinators, venue, and all staff. Use of mini-bus to enable all children to participate. All children within school to have access to outdoor learning.	EVC Leader (Deputy) Year group co-ordinators All staff	Risk assessment CPD training on trips	September 2016-ongoing.
To be aware of any future implication for changes to the building.	E I	Environmental site audit. Accessibility plan made for changes, including costings. Adapted provision reasonable adjustments made of the environment.	SENCo Head teacher/ Deputy Site manager Business manager		October 2016/2017 (As required) Ongoing

Westminster Primary School
Disability Scheme 2016-2019

Outcomes	Accessibility Planning Code C– Curriculum E– Environment I– Information	Accessibility Plan Actions			
3 years- To be reviewed annually		What/How	Lead	Resources	Timescale
All dinner staff to have anti-bullying training.	E I	Dinner staff are confident in identifying and dealing with issues of bullying. Regular monitoring demonstrates positive playtimes. There is a consistent approach at lunchtimes in line with school policy and procedure.	Pastoral Lead (AHT) Lunchtime Supervisors	Training materials CPD	Ongoing
Monitoring of racial, bullying and homophobic incidents.	E I	There is a clear procedure in place for any incidents that arise. That incidents are recorded and dealt with according to school policy.	Headteacher/ Deputy		Ongoing

Westminster Primary School

Disability Scheme 2016-2019

Outcomes	Accessibility Planning Code C– Curriculum E– Environment I– Information	Accessibility Plan			
3 years- To be reviewed annually		What/How	Lead	Resources	Timescale
Develop the use of multi-cultural resources in new Cornerstones planning.	C E I	Curriculum includes a diverse range of cultures. Children show respect for other cultures. Resources used show cultural diversity. Visitors are regularly invited into school to support the curriculum.	Curriculum leader Teaching staff	Cornerstones planning mapped to the national Curriculum	September 2016-ongoing Review Summer 2017
Assemblies and class special times have a clear focus which celebrate cultural diversity and raises equality.	C E I	All staff are ware of the weekly theme for assemblies. All classes have a special time which allows for reflection on the weekly theme. Assemblies and special times recognise cultural diversity and celebrations from around the world.	AHT– Pastoral Curriculum Leader (SMSC) Deputy	Use the religious calendar to identify world celebrations	Introduce weekly focuses 2013-ongoing

Westminster Primary School
Disability Scheme 2016-2019

Outcomes	Accessibility Planning Code C– Curriculum E– Environment I– Information	Accessibility Plan Actions			
3 years- To be reviewed annually		What/How	Lead	Resources	Timescale
Review disabled toilet facilities	C E I	Work with site staff to ensure to check that the accessible toilet facilities are fit for purpose and in good working order	SENCo Site Manager Assistant BSS		Ongoing
Ensure disabled parking facilities are available; ensure marking are visible	C E I	Ensure that disabled parking space is used for the specific purpose it was designed for	SENCo Site Manager School Business Manager		Ongoing