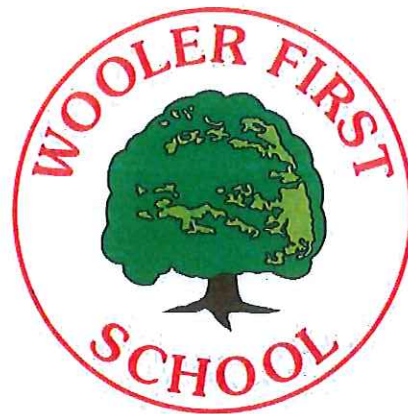
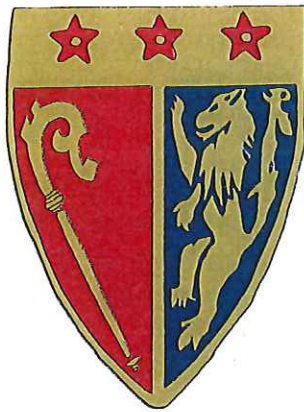


# Glendale Community Middle School and Wooler First School



## ACCESSIBILITY PLAN

Revised: 14.11.16

Chair of Governors: Sophia Murray John

Signed: 

Date of next review: November 2017



# **Wooler First School & Glendale Community Middle School**



## **School Accessibility Plan**

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

### **Vision and Values**

Wooler First School & Glendale Community Middle School are committed to ensuring equal opportunity for all pupils and are inclusive schools.

- All pupils have a right not to be discriminated against.
- Pupils with a disability will have the same access to services and opportunities as non-disabled pupils.
- Their skills, experience and contribution will be valued and given equal recognition and respect.
- Services and opportunities for all pupils will promote and support building independence. There will be child centred working towards the individuals own targets.

### **Increasing the extent to which disabled pupils can participate in the school curriculum**

Wooler First School & Glendale Community Middle School will:

- Provide equal access to the school curriculum for all pupils.
- Liaise with NCC, SEND and Health colleagues to secure the correct equipment for disabled pupils.
- Ensure pupils receive the necessary support to enable them to participate fully.
- Ensure staff have access to training to enable them to support pupils successfully.

## **Improving the physical environment of the schools to increase the extent to which disabled pupils can take advantage of education and associated services:**

Wooler First School & Glendale Community Middle School have a flat accessible site with no steps between play areas, field, etc. and over a period of time has introduced many adaptations to the physical environment to enable access by disabled pupils. These include:

- Ramps and rails to all main doors and fire exits.
- Disabled access doors on all major entrances and exits.
- Lift on one staircase.
- Evac Chair facilities on both staircases and staff trained to use them.
- Disabled access to the medical room (which includes a disabled shower, disabled toilet and specialised bed)
- Disabled toilet in the main building.
- Hoist in the swimming pool.
- Chairs with arms – in Library and ICT Suite.
- Second wheelchair stored upstairs to avoid chairs having to be lifted.
- Disabled parking in main building car park.

As schools we research each individual pupil's needs and adapt as necessary (e.g. our uniform has had to be adapted to suit particular needs). Future transition pupils are highlighted at transfer reviews and then adaptations made in advance.

All advice given by NCC, SEND and other agencies is followed.

Areas that can still be improved:

- Ramp to gymnasium – currently small step to doors, planned works to install a suitable ramp during the 2016-2017 financial year.
- Ramp into the swimming pool building. This has been investigated and the cost for this is large and beyond our budget. At present the steps are clearly marked and handrails provided.

## **Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

Wooler First School & Glendale Community Middle School adopts a number of different strategies to ensure pupils have access to all information. These include/have included:

- Use of appropriate coloured pens on whiteboards
- Large print versions
- Use of different coloured paper
- Use of readers
- Use of fm radio for hearing impaired pupils

All advice given by NCC, SEND and other agencies is followed.

## **Management, coordination and implementation**

Wooler First School & Glendale Community Middle School liaises closely with feeder schools/pre schools and NCC SEND staff to identify pupils with disabilities well before entry. Transition reviews take place at least 12 months before entry so that all adaptations and equipment needs can be identified and organised. For pupils arriving from other schools, similar liaison will take place although advance adjustments may not be possible due to timescale of transfer, any requirements will be actioned as soon as is possible.

Wooler first School & Glendale Community Middle School will monitor all pupils carefully through the SENCO and school leaders, together with NCC, SEND and Health agencies.

Pupils, parents and carers will be consulted on a regular basis and suggested improvements considered and implemented.

The plan will be reviewed annually to ensure all transition pupil's needs have been assessed and facilitated.

### **Getting hold of the school's plan**

Wooler First School & Glendale Community Middle School Accessibility Plan will be published in the school prospectus and will also be available on request through the school office.

3-year period covered by the plan : 2016 - 2019

## Wooler First & Glendale Community Middle School - Accessibility Plan: Objectives 2015-16 to 2019-2020

### Priority 1: to increase the extent to which disabled pupils can participate in the school curriculum

| Objective                                                                      | Strategies                                                                                                                                                                                                                                                                                                                                                                                                    | Timescale                                                                                                                      | Responsibility                                                                                                      | Success Criteria                                                                                                                                                                                                                                             | Progress/Actions                                                                                                                                             |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To review the curriculum to ensure it is accessible to all.                    | <p>Overview of curriculum</p> <p>Audit each curriculum area against SEND.</p> <p>Amend/adjust any discrepancies and relevant Schemes of Work.</p> <p>Plan a budget for relevant resources if necessary.</p>                                                                                                                                                                                                   | <p>Summer 2016</p> <p>Spring 2017</p> <p>Summer 2016 implementation<br/>Autumn 2017</p> <p>Spring 2017 budget construction</p> | <p>VS/AB – supported by all teaching staff</p> <p>RB supported by VS &amp; AB</p> <p>Subject leaders</p> <p>MDH</p> | <p>Each year group has been reviewed. Issues identified and gaps filled.</p> <p>Review completed – action plan created.</p> <p>Updated schemes of work implemented at the start of the 2017-2018 academic year.</p> <p>Resources in place for Sept 2017.</p> | <p>Curriculum review across WFS/GMS completed</p>                                                                                                            |
| To offer high quality interventions in Maths and English for pupils with SEND. | <p>Reduce class sizes and maintain the proportion of Maths and English teaching on the timetable (GMS).</p> <p>Increase the level of support in all lower sets in Maths and English - focus on Y5 (GMS).</p> <p>Review interventions across Maths and English &amp; monitor implementation of new Inspire Maths scheme (WFS).</p> <p>Increase support staff training on specific intervention programmes.</p> | <p>September 2016</p> <p>October half term 2016</p> <p>Autumn 2016</p> <p>January 2017</p>                                     | <p>AB/MDH</p> <p>GT/JD/AB/RB</p> <p>RB/V/S</p> <p>RB</p>                                                            | <p>The proportion of SEND pupils making expected or more than expected progress in Maths and English will be more in line with nonSEND students nationally.</p>                                                                                              | <p>Achieved – Y5/7 &amp; 8 cohorts split for all subjects (Y6 single cohort of 24).</p> <p>Achieved – Yr5 sets implemented after October half term 2016.</p> |

## Wooler First & Glendale Community Middle School - Accessibility Plan: Objectives 2015-16 to 2019-2020

|                                                                                                   |                                                                                                          |                                |              |                                                                                                                                                                                                                              |  |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| To increase knowledge and confidence of teaching support staff in differentiating the curriculum. | Audit staff training needs.                                                                              | Spring 2017                    | RB           | Staff will feel more confident about meeting the individual needs of pupils and pupil participation will increase. Staff see good practice and use it. Information sheets will be issued for staff to use in their planning. |  |
|                                                                                                   | Research and employ best practice in differentiation.                                                    | Spring 2017                    | Senior staff |                                                                                                                                                                                                                              |  |
|                                                                                                   | Use expertise amongst staff to share good practice.                                                      | Weekly TA meetings with SENDCo | All staff    |                                                                                                                                                                                                                              |  |
|                                                                                                   | Ensure staff know their pupils well and are confident about their individual learning needs.             | September 2016 and onwards     | All staff    |                                                                                                                                                                                                                              |  |
| To ensure all educational visits are accessible to all pupils.                                    | Develop guidance for staff on making trips accessible.                                                   | Spring 2017                    | MDH/RB       | All pupils in school will be able to access all educational visits and take part in a range of activities.                                                                                                                   |  |
|                                                                                                   | Ensure each new venue selected is vetted for appropriateness and any specific arrangements are feasible. | September 2017                 | Trip Leaders |                                                                                                                                                                                                                              |  |

## Wooler First & Glendale Community Middle School - Accessibility Plan: Objectives 2015-16 to 2019-2020

**Priority 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

| Objective                                                                                                                                           | Strategies                                                                                                                                                                                                                                                                     | Timescale                                                            | Responsibility                                    | Success Criteria                                                                                                                                                                                     | Progress/Actions                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| To ensure the school is aware of the individual needs of disabled pupils, parents, staff and governors.                                             | <p>Creation of access plans as part of the usual review process for individual pupils.</p> <p>Meeting with relevant stakeholders and individuals to ensure needs can be met.</p> <p>Ensure needs are considered during staff recruitment processes.</p>                        | <p>From September 2016</p> <p>September 2016</p> <p>October 2016</p> | <p>MDH/RB</p> <p>MDH/RB</p> <p>MDH</p>            | <p>Plans in place for individual pupils.</p> <p>All pupils, parents, staff and governors have full access to school activities.</p> <p>Access issues do not influence recruitment and retention.</p> | <p>Plan in place for admission into Nursery of identified child</p> |
| To ensure minor alterations are made to the school in preparation for a disabled pupil due to start in Sept 2018 (currently attending our Nursery). | <p>Ensure that areas which allow full wheelchair access are maintained to a high level.</p> <p>Regular visits to assess the use of the school by the pupil (currently in our Nursery) and put into place plans from difficulties arising for that pupil/ wheelchair users.</p> | <p>January 2017</p>                                                  | <p>MDH/RB/PL/JP</p>                               | <p>All areas of the school currently accessible, remain so and remain well maintained.</p> <p>Small ramp for gymnasium door built.</p>                                                               |                                                                     |
| To consider ways to make the swimming pool accessible to wheelchair users                                                                           | <p>Consider the needs of wheelchair users to access this facility.</p> <p>Investigate costs and redesign or alteration that would need to take place (build large ramp).</p>                                                                                                   | <p>Summer 2017</p> <p>September 2017</p>                             | <p>MDH/RB/JP<br/>Resources Govs</p> <p>MDH/JP</p> | <p>Any redesign of building is accessible to all.</p>                                                                                                                                                |                                                                     |

## Wooler First & Glendale Community Middle School - Accessibility Plan: Objectives 2015-16 to 2019-2020

|                                                                                                          |                                                                                                                           |                |                           |                                                                                     |                                                           |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------|
| To ensure all disabled members of the school community can be safely evacuated in an emergency situation | Upgrade emergency lighting – school wide including nursery & swimming pool.                                               | September 2016 | MDH/JP                    | All disabled members of the school community are safe in the event of an emergency. | Emergency lighting upgraded/replaces/installed all areas. |
|                                                                                                          | Put into place a Personal Emergency Evacuation Plan for all pupils and staff with difficulties.                           | February 2017  | RB/RK/PL<br>Fire Marshals |                                                                                     |                                                           |
|                                                                                                          | Ensure signage and emergency evacuation procedures are accessible to all staff, parents or governors visiting the school. | February 2017  | JP                        |                                                                                     |                                                           |
|                                                                                                          | Train appropriate staff in the use of the evac chairs.                                                                    | February 2017  | MDH/JP                    |                                                                                     |                                                           |

### Priority 3: Improve the delivery of written information to disabled pupils, parents and visitors

| Objective                                                                                                      | Strategies                                                                                                                                                                            | Timescale                          | Responsibility                                           | Success Criteria                                                                                     | Progress/Actions |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------|
| To review information to parents/carers to ensure it is accessible and in line with accessibility regulations. | Provide information and letters in clear print and "simple" English.<br><br>Ensure website and all documentation accessible via the website can be accessed by the visually impaired. | September 2016<br><br>January 2017 | Office staff, LA Support<br><br>Office/VS/AB, LA Support | All parents receive information they can access. All parents understand school information provided. |                  |

## Wooler First & Glendale Community Middle School - Accessibility Plan: Objectives 2015-16 to 2019-2020

|                                                                                                                                          |                                                                                                                                                                                                       |                |                                              |                                                                                                 |                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| To improve the delivery of information in writing in an appropriate format.                                                              | Provide suitably enlarged, clear print for pupils, parents and visitors with a visual impairment.<br><br>Ensure all documentation states that if requested it can be provided in alternative formats. | January 2017   | Teaching Staff<br>Office Staff<br>LA Support | Excellent communication by all.                                                                 |                                                                                         |
| To ensure annual review information is accessible to pupils.                                                                             | Develop age appropriate child friendly documentation.                                                                                                                                                 | September 2017 | RB                                           | Pupils feel fully involved in their review processes.                                           |                                                                                         |
| To provide information in other formats suitable for pupils, prospective pupils, parents and visitors who may have a hearing impairment. | Access to sign language interpreters to be considered if required.<br><br>Consider the validity of training one or more members of staff in Level 1 Sign Language                                     | January 2017   | RB/MDH/<br>Hearing Service<br>Support        | Pupils, parent and visitors feel included and supported.                                        | EYs staff trained in the use of Makaton – in use across WFS EYs settings September 2016 |
| To provide information in languages other than English for pupils, parents or visitors who may not have English as their first language. | Access to translators or translations of written information should the need arise.                                                                                                                   | May 2017       | School Office,<br>LA Support                 | All access accessible to people who have a language other than English as their first language. |                                                                                         |

### Status:

|                              |                                                                                                                  |
|------------------------------|------------------------------------------------------------------------------------------------------------------|
| Statutory policy or document | Yes                                                                                                              |
| Review frequency             | Every three years.                                                                                               |
| Approval by                  | Governing body free to delegate to a committee of the governing body, an individual governor or the headteacher. |

Wooler First & Glendale Community Middle School - Accessibility Plan: Objectives 2015-16 to 2019-2020

Publication:

|                                                    |     |
|----------------------------------------------------|-----|
| Statutory requirement to publish on school website | Yes |
| Agreed to publish on school website                | N/A |

Review Date

|             |                                                                |
|-------------|----------------------------------------------------------------|
| Frequency   | Next Review Due – November 2017                                |
| Three years | Summer 2019 (or earlier if new guidance or legislation issued) |