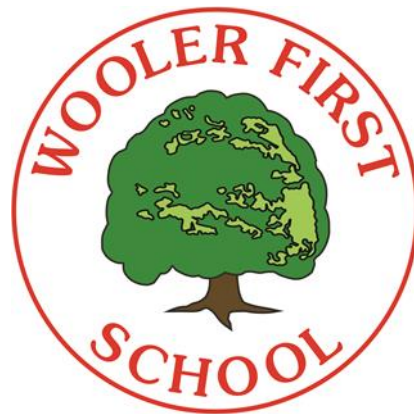
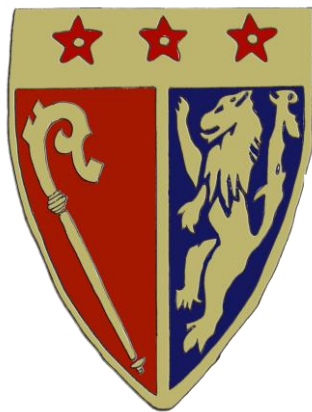


Glendale Community Middle School and Wooler First School



28 - ACCESSIBILITY PLAN

Revised: 01 June 2019

Chair of Governors: Anthony Murray

Signed:

Date of next Review: 01 June 2022



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.
- Ramp into the swimming pool building.

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.

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 : 2019 - 2022