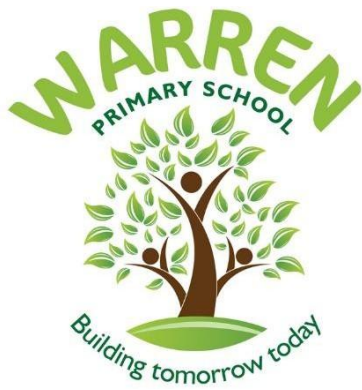




Self-help
Self-responsibility
Equity
Equality
Democracy
Solidarity

Accessibility Plan Policy

First approved by Governors: Autumn 2023

Review Frequency: Every Three Years

Date of last review: October 2023

Date of next review: October 2026



Osborne
Co-operative Academy Trust

Author	Date Created	Version	Notes
Jacqui Pearce	2023	1.0	

Accessibility Plan

2023-2026

Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The act requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Aims

Warren Primary School is committed to working in partnership with children, parents, carers and the wider community to ensure success for all pupils in all areas of their lives. We are dedicated to offering all children the opportunity to develop, succeed and achieve in a safe, happy and inclusive environment – regardless of their individual ability, gender, beliefs, ethnic heritage or language.

We recognise the importance of supporting all individuals in identifying and developing their strengths and helping them to find ways to cope positively with their weaknesses.

We provide opportunities for everyone, every day to maximise their intellectual, physical, social and spiritual potential. We strive to ensure that every individual has a positive self-image.

Warren Primary School is not only the designated resource for Deaf children in Thurrock but also has an excellent reputation for the inclusion of children with complex needs. We have established strong relationships with outside agencies and work in partnership with them to address all children's needs appropriately. We are frequently recommended to parents of children with special needs. At Warren we recognise the importance of early intervention to maximise children's chances of success. We often meet new pupils up to a year in advance in their pre-school settings and take a very active role in ensuring good transition when children transfer to a new school.

We recognise that children's needs should be addressed holistically. Therefore, we place priority on developing the whole child. This frequently requires us to follow specific programmes such as physiotherapy, occupational therapy, speech and language therapy, ICT and social skills. To do this successfully we may target set using scales such as B Squared, The ABLLS, NFER Portage and the Monitoring Protocol for Deaf Children.

As we admit a high number of children with physical, sensory and behavioural needs it is essential that our school is accessible. Warren is a one storey building with no steps, the doors are wide enough to accommodate wheelchairs, there is a designated disabled pupil changing room with ceiling tracking, a disabled toilet with ceiling tracking. We also have a mobile hoist and a designated disabled parking space.

Accessibility Plan

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

ACCESSIBILITY PLAN					
OBJECTIVE	ACTIONS	LEAD PERSON	TIME SCALE	RESOURCES &INSET	MONITORING/EVALUATION
To support pupils with emotional needs to maintain a stable frame of mind and return quickly to classroom activities	SLT to update their positive handling training, as appropriate. Development of the US approach (Trauma Perceptive Practice) to manage behaviour. Implement Behaviour Hub practices as they are developed across the Trust.	SENCO SLT WT	Ongoing	Staff training time	SENCo to attend US and Behaviour Hub training sessions and further develop these in school.
To ensure that pupils with SEND have access to extra-curricular activities	SENCo to offer an extra curricular activity club in during lunch times to ensure children who travel to school by taxi can take part.	SENCO/SLT	Ongoing		Monitor uptake of places and survey pupils and parents as to how activities can be improved and adapted.
To increase number of staff with BSL Level 1.	Secure funding from Thurrock Sensory Service to fund Level 1 BSL for staff.	TOD	Ongoing	Exam fees	% increase in signing staff number
To increase number of pupils who are able to use basic sign language	Resource Base to re-establish BSL lessons for all pupils.	TOD	Ongoing		Through observation.

To ensure that all parents and other members of the school community can access information	Written information will be available in alternative formats, eg. large print, on request. In the case of parents/carers with early acquisition of English, or for whom BSL is their first language, interpreters will be provided for legal meetings.	Office Manager SENCO	Ongoing		Data kept on requests.
To ensure Deaf staff have access to interpreters for all meetings and training	Work with Deaf members of staff to apply for Access to Work. Agree a plan to make sure their needs are met.	SENCo ToD	Autumn 23		Funding will be secured and used appropriately.