

**FEDERATION OF WINKLEBURY INFANT AND JUNIOR SCHOOLS**

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**Head of Federation : Mrs C.A.Clayton**

**Accessibility Plan**

**Status: Review of final**

**Ratified by the governing body: Due 16/1/17**

**Record of last review: November 2016**

**Date of next review (every three years): November 2019**

# **The Federation of Winklebury Infant and Junior Schools**

## **Accessibility Plan**

*Please note: The plan is also available on the federation's website. Enlarged print version and hard copy available on request to the Head of Federation.*

**Mission Statement:** Working and learning together within the community to ensure success and opportunity for every child

**Aims: At The Federation of Winklebury Infant and Junior Schools we aim to:**

- Provide a holistic curriculum that facilitates the academic, personal, spiritual, moral, social and cultural development of all children
- Inspire children to be independent, curious, resilient and lifelong learners
- Give children the skills, knowledge and understanding to be successful in a changing world
- Prepare all children to take their place as responsible and valued members of the local, national and global communities
- Provide a learning environment which nurtures positive self-esteem and where everyone feels happy, safe, secure and valued
- Promote healthy active lifestyles
- Create a culture of aspiration in which individuals take responsibility for their personal goals
- Create a culture of achievement in which individual personal, social and academic success is recognised and celebrated
- Create a culture of understanding and empathy for the beliefs and opinions of others

### **Introduction**

At The Federation of Winklebury Infant and Junior Schools we strive to ensure accessibility for all. This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the Disability Discrimination Act 2005 (DDA 2005), which builds on and extends earlier disability discrimination legislation. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in July 2002.

### **Definition of Disability**

Disability is defined by the Disability Discrimination Act 2005 (DDA 2005) "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 his or her ability to carry out normal day to day activities."

### **Key Objective**

For pupils, and prospective pupils, with a disability:

- To reduce and eliminate barriers to access the curriculum
- To enable full participation in the school community

## **Principles**

- Compliance with the DDA is consistent with the federation's aims and equal opportunities policy, and the operation of the school's SEND policy.
- The school recognises its duty under the DDA (as amended by the SENDA):
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
  - not to treat disabled pupils less favourably;
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
  - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- The federation provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
  - Setting suitable learning challenges
  - Responding to pupils' diverse learning needs
  - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **Activity**

### **a) Education and related activities**

The federation will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### **b) Physical environment**

The federation will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and more accessible facilities and fittings.

### **c) Provision of information**

The federation will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

## **Action Plan**

See attached (**Appendix 1**)

## **Linked Policies**

This Plan will contribute to the review and revision of related federation policies:

- Federation Development Plan
- SEND Policy
- Single Equality Scheme
- Teaching and Learning Policy
- Health and Safety Policy

**Date plan produced / reviewed:** April 2011

**Plan produced / reviewed by:** Head of Federation, SENCo, Site Manager, Parent Support Adviser in consultation with governors, parents, pupils and staff members

**Signed:**

**Designation:**

**Date:**

## Appendix 1

The questions below are taken from: ‘Accessible Schools: Summary Guidance – Identifying Barriers to Access: A Checklist’ – DfE June 2002

The need for development has been highlighted by the RAG system:

- Red meaning not addressed
- Amber meaning partially addressed
- Green meaning addressed

| <b>1. How do our schools deliver the curriculum?</b>   |            |                             |  |
|--|------------|-----------------------------|--|
| <b>Question</b>  | <b>RAG</b> | <b>Area for development</b> | <b>Comments</b>  |
| 1. Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? |            |                             | *Staff training is provided as and when required for a specific pupil  |
| 2. Are your classrooms optimally organised for disabled pupils?  |            |                             | *Classroom layout is adapted as and when required for a specific pupil   |
| 3. Do lessons provide opportunities for all pupils to achieve?   |            |                             | *Reference mission statement and aims  |
| 4. Are lessons responsive to pupil diversity?  |            |                             | *Reference curriculum model and Curriculum, Teaching and Learning and Assessment Policies<br>*Mastery curriculum<br>*Federation model – Quality of Teaching, Learning and Assessment |
| 5. Do lessons involve work to be done by individuals, pairs, groups and the whole class?                                 |            |                             | *Federation model – Quality of Teaching, Learning and Assessment   |
| 6. Are all pupils encouraged to take part in music, drama and physical activities?                                       |            |                             | *Curriculum overview   |
| 7. Do staff recognise and allow for the mental effort expended   |            |                             | *Personal Learning Plans   |

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| by some disabled pupils, for example using lip reading?   |  |   | *Curriculum planning<br><br>*Adaptations made as and when required for a specific pupil                                   |
| 8.Do staff recognise and allow additional time required by some disabled pupils to use equipment in practical work?   |  |   | *Personal Learning Plans<br><br>* Curriculum planning<br><br>*Adaptations made as and when required for a specific pupil  |
| 9.Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? |  |   | *Personal Learning Plans<br><br>* Curriculum planning<br><br>*Adaptations made as and when required for a specific pupil  |
| 10. Do you provide access to computer technology appropriate for students with disabilities?  |  | *Rapid Read voice activated software is in line to be installed as part of current IT project                 | *In line with provision for all children - adaptations made as and when required for a specific pupil                     |
| 11.Are school visits made accessible to all pupils irrespective of attainment or impairment?  |  |   | *In line with provision for all children - adaptations made as and when required for a specific pupil                     |
| 12.Are there high expectations of all pupils?   |  |   |   |
| 13.Do staff seek to remove barriers to learning and participation?  |  |   | *Personal Learning Plans<br><br>*Mastery curriculum<br><br>*Intervention programmes                                       |
| <b>2. Are our schools designed to meet the needs of all pupils?</b>   |  |   |   |
| 1.Does the size and layout of areas – including all academic, sporting, play, social facilities;  |  | *Provide a hard surface level path from rear access gate and rear of infant building to junior school grounds | *The physical environment meets the needs of current stakeholders – adaptations are made as required for current disabled |

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| classrooms, hall, library, and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?  |  | <p>*Provide more accessible coat peg spaces for children with motor skills difficulties</p> <p>*Provide seating for children in junior playground</p>  | stakeholders and further adaptations would be made as required in liaison with Local Authority   |
| 2.Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? |  | *Provide a disabled toilet in infant school suitable for use by children and adults  | <p>*The second floor of the junior school is only accessible by stairs – reasonable adaptations would be made if required by a specific stakeholder</p> <p>*The infant school has no disabled toilet for adults or children</p> <p>*If required by a specific pupil, a ramp would be made available to external classroom doors at the infant school</p> |
| 3.Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?   |  | <p>*Provide a hard surfaced level pathway around the school fields to ease access for mobility scooters and wheelchairs</p> <p>*Demarcate edge of steps from park access gate to junior school</p> <p>*Demarcate edges of external steps to infant classrooms</p> <p>*Extend and improve parking availability for non-disabled car users so disabled bays are not blocked</p> <p>*Provide a designated delivery vehicle space and parking for contractors so that delivery vehicles and contractors do not have to use disabled bay(s)</p> | *School Travel Plan in place – improvements to parking and access paths planned once funding secured through grant applications and/or Local Authority support   |
| 4.Are emergency and evacuation systems set up to inform all pupils, including those with SEND; including alarms with both visual and auditory components?                          |  |  | <p>*Junior fire alarm systems upgraded by Local Authority in 2016 – infant school will be upgraded in line with Local Authority programme</p> <p>*Where required, Personal Evacuation Plans are in place</p>   |
| 5.Are non-visual guides used to assist people to use   |  |  | *Adaptations would be made as and when required for a specific stakeholder   |

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| buildings including lifts with tactile buttons?  |  |  |   |
| 6. Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?   |  |  | *As areas of the site are refurbished, attention is given to the needs of disabled stakeholders   |
| 7. Are areas to which pupils should have access well lit?  |  |  |   |
| 8. Are steps made to reduce background noise for hearing impaired pupils such as a room's acoustics, noisy equipment?  |  | *Improve acoustics of the junior school hall | *Adaptations are made as and when required for a specific pupil   |
| 9. Is furniture and equipment selected, adjusted and located appropriately?  |  |  |   |
| <b>3. How do our schools deliver materials in other formats?</b>   |  |  |   |
| 1. Do you provide information in simple language, symbols, large print. On audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? |  |  | *Adaptations made as and when required for a specific stakeholder   |
| 2. Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities eg. by reading aloud screen presentations and describing diagrams?                 |  |  | *In line with provision for whole federation community, with further adaptations made as and when required for a specific stakeholder group |
| 3. Do you have facilities such as IT to produce written information in different formats?  |  |  | *This is done on request  |

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| 4. Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? |  | *Explore the technology available to assist people with disabilities as relevant to current stakeholders in the first instance |  |
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**ACTION PLAN (arising from the above audit)**

|                   |   | <b>Objective</b>   | <b>What will be done?</b>                             | <b>How will it be done?</b>   | <b>When will it be done?</b> | <b>Progress and goals achieved</b>  |
|-------------------|---|--|---|---|------------------------------|---|
| <b>On-going</b>   | 1 | The site is accessible to all stakeholders                       | Make reasonable adaptations for specific stakeholders | Adaptation made by school if possible<br><br>Take advice from Local Authority<br><br>Flexible approach<br><br>Risk assessment | As required                  | All stakeholders can access the site as required<br><br><i>Sept '16 relocation of parental consultation meeting from upper to lower school</i><br><br><i>Nov '16 curtain between Owl and Badger Classes to reduce background noise for hearing impaired child</i> |
|                   | 2 | All site refurbishment projects take account of DDA requirements | Ensure refurbishment projects meet DDA requirements   | Advice from contractors and Local Authority as required to ensure DDA requirements met  | As required                  | All refurbishment projects meet DDA requirements<br><br><i>Feb '17 infant water fountain areas</i>  |
| <b>Short term</b> | 1 | Improve technology available for intervention programmes         | Install Rapid Read voice activated software           | IT Technician install software as part of IT upgrade project  | April '17                    |   |

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|                    | 2 | Improve access to coat pegs for children with motor skills difficulties   | Space more widely apart two coat pegs at end of each row  | Site Manager re-site pegs  | September '17   |  |
|                    | 3 | Improve visual demarcation of external steps  | Paint edges of steps  | Site Manager paint edges of external steps   | April '17   |  |
|                    | 4 | Children have seating available in junior playground  | Install seating in quiet area for junior playground   | Income Generation working party secure grant funding<br><br>School Council and staff plan project  | September '17   |  |
| <b>Medium term</b> | 1 | Extend and improve car park to include additional disabled bays<br><br>Create identified parking spaces for delivery vehicles<br><br>Create identified parking spaces for contractors' vehicles | Secure funding for planned works<br><br>Project phase 1 – remove planted area in existing car park – create additional parking bays (including disabled bays)<br><br>Project phase 2 – extend car park on grass area to rear of existing car park | Income Generation working party secure grant and/or Local Authority funding<br><br>Plan and carry out project with Local Authority Management Surveyor | Phase 1 – December '18<br><br>Phase 2 – September '19 |  |
|                    | 2 | Improve safety on main access route into site through traffic/pedestrian separation   | Install barrier to side of footpath from main gate  | Income Generation working party secure grant and/or Local Authority funding<br><br>Plan and carry out project with Local Authority Management Surveyor | December '17  |  |

|                  |   |  |   |  |               |  |
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|                  | 3 | Disabled toilet facility available in infant school  | Adapt existing toilet cubicle to meet DDA requirements  | Income Generation working party secure grant and/or Local Authority funding<br><br>Plan and carry out project with Local Authority Management Surveyor | September '19 |  |
| <b>Long term</b> | 1 | Improve acoustics in junior hall   | Replace ceiling tiles as part of hall refurbishment project                                     | Income Generation working party secure grant and/or Local Authority funding<br><br>Plan and carry out project with Local Authority Management Surveyor | September '20 |  |
|                  | 2 | Improve access from rear gate to field to junior school<br><br>Improve access around the field for school events | Install path from rear gate to junior school site<br><br>Install path around perimeter of field | Income Generation working party secure grant and/or Local Authority funding<br><br>Plan and carry out project with Local Authority Management Surveyor | April '20     |  |

