



School Accessibility Plan

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School Accessibility Plan

Statement			
In drawing up this access plan the following were consulted.	<div>Headteacher</div> <div>Assistant Headteacher – Student Support</div> <div>SENCO</div>		
It was approved by the Governing Body on	January 2018		
Signed			
Chair of Governors			
Headteacher	James Birkett		
Date to be reviewed	January 2021		
Identifying Barriers to Access- How does your school deliver the curriculum?			
Question	Yes	No	Action required
Do teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓		Continued monitoring of training requirements in relation to the needs of groups and individual pupils with disability is in place
Are classrooms optimally organised for disabled pupils?	✓		Accessibility ramps were provided in summer 2015 for access to all buildings. There is still no access to the first floor in humanities and languages. The school timetable ensures that wheelchair-bound students are timetabled for lessons on the ground floor.
Assistant headteacher – Student support SENCO	✓		Significant work has been done by the Assistant Headteacher – Student support and the SENCO in liaising with local authority Visual Impairment team and parents in ensuring appropriate provision for severely visually impaired students from September 2017.
Do lessons provide opportunities for all pupils to achieve?	✓		All students with disabilities attend the full range of curriculum subjects, including practical subjects and PE.
Are all pupils encouraged to take part in music, drama, and physical activities?	✓		Disabled students take part in all lessons.
Do staff recognise and plan for the additional time and effort needed by some disabled pupils	✓		<p>Personal carers have been employed by the school to meet physically disabled individuals from September 2015.</p> <p>Five members of the learning support team have been trained to meet the needs of visually impaired students from September</p>

			2017
Do staff plan for the additional time required by some disabled pupils to use equipment?	✓		All staff differentiate materials and learning styles as appropriate. For example, use of laptop to support learning, use of Google drive to send work to be converted into Braille for a VI students.
Are disabled pupils who cannot participate in particular activities given alternative experiences?	✓		Adjustments are made where full participation is not possible. For example, in PE, students may umpire matches or provide evaluation of other students' performances.
Has ICT equipment been fitted with additional software/hardware to allow access for disabled pupils?	✓		Yes. Specific subject software is provided where necessary and hardware is provided where appropriate.
Are school visits accessible to all pupils?	✓		

Do staff have high expectations for all pupils?	✓		Most high needs disabled students at Wollaston are very able and there are high academic expectations of these students
Do all staff strive to remove barriers to learning and participation?	✓		Support staff work with subject specialist to enhance the curriculum for high needs students in the school has moved forward very significantly in this respect, since September 2015

Is your school designed to meet the needs of all pupils?

Question	Yes	No	Action required
Does the layout of all areas allow access for pupils in:			
<ul style="list-style-type: none"> academic areas 		✓	There have to be some timetable adjustments to move humanities and language lessons to the ground floor in order to ensure accessibility, but this is not a significant issue for the school.
<ul style="list-style-type: none"> sporting areas 	✓		
<ul style="list-style-type: none"> social areas 	✓		
<ul style="list-style-type: none"> play areas? 	✓		
Can pupils who use wheelchairs move freely around the school?	✓		Yes, since the introduction of ramps and improved pathways in summer 2015.
Are toilet facilities sufficiently large to accommodate a hoist and changing bed if needed? Are showers available?	✓		<p>There are several toilets which accommodate a wheelchair and have a hoist and shower integral to the unit.</p> <p>A complete new toilet block was introduced outside the main Hall in 2016, complete with disabled toilet facility.</p> <p>A new medical room with hoist and massage facility for disabled students was introduced in 2016.</p>

Are pathways around school safe and well-signed?		✓	Pathways have been identified for wheelchair access, but many of the school hard surfaces have potholes. There is still a significant amount of work to do on improving signage for visually impaired students.
Are parking arrangements logical and safe?		✓	A dedicated pickup point has been agreed for a student with wheelchair needs. The school needs to provide to disabled spaces in the car park.
Do emergency and evacuation systems inform all pupils?	✓		Yes. Visually impaired and wheelchair-bound students are personally accompanied out to fire muster points during a fire drill
Are alarms visual (flashing) as well as auditory?		✓	No. There is work to do to improve the school's alarm system.
Are there tactile signs helping to help disabled learners use the building?		✓	No. There is work to do in this respect.
Are signs uncomplicated and unambiguous?		✓	No. A rationalisation of room labelling has begun, but there is more work to do.
Does school décor provide appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy?	✓		Recent painting of several blocks around school has provided colour coding in different curriculum areas and this will help students to find their way around, but there is still more work to do in improving the school in this respect.
Are all areas well lit?	✓		External areas of the school are now much better lit with modern LED lighting.
Are steps taken to reduce background noise for hearing impaired pupils?		✓	This is not a significant factor, but flooring is been improved in areas such as science laboratories where the movement of stools create significant noise levels.
Is furniture and equipment selected, adjusted and located appropriately?	✓		More carpeting and semi-soft flooring has been introduced across the school. More work still to do.

How does your school deliver materials in other formats?			
Question	Yes	No	Action required
Are staff familiar with the technology and practices to assist pupils, parents and carers with disabilities?	✓		This aspect of the school's work is still developing, but much has been achieved in the last 12 months. The school has trained colleagues in signing, which is provided for parents with auditory impairments at open evenings and parents evenings.
Does all written communication follow an agreed house style using an appropriate	✓		Currently Calibri, font size 11. Materials are enlarged and printed on different

font and size?			colour paper where appropriate for VI needs.
Does the school liaise with LA support services and other agencies to provide accessible information for pupils, parents/carers?	✓		<p>Much work has been done in this respect. In the last 12 months. The school is still asking for financial support from the local authority to fully meet the needs of such students.</p> <p>The school has a strong working relationship with the parents high needs students.</p>
Does the school ensure that information is presented in lessons and at parents' meetings in a user-friendly way?	✓		<p>The school is entering new territory in meeting the needs of students with different or more pronounced disabilities and is working extremely hard to meet these needs through staff training, LSA support and liaison with other schools who are more experienced in this respect.</p>