



JAMES WOLFE PRIMARY SCHOOL WITH CENTRE FOR DEAF CHILDREN

Accessibility Plan 2020-2023

Type of school: Mainstream Primary with Specialist Provision for Deaf Children

Our aim at James Wolfe Primary School is to help all of our pupils achieve their full potential based on the following five key values:



Our children are confident learners, they work hard to succeed with every challenge.



Our children show respect for themselves and other people in our community, our country and our world.



Our children love learning and are keen to learn in our school, at home and in the future.



Our children have strong core skills in communication (reading, writing, speaking and computing), mathematics and have a good understanding of topics across the whole curriculum.



Our children are confident to share their views, listen to other people's ideas and opinions and make decisions that help everyone achieve.

Statement:

We are a Royal Borough of Greenwich maintained primary school with children ranging from the ages of 4 to 11 years.

The school comprises of several buildings covering two campuses:

- **Randall Place Campus** (Nursery, Reception, Year 1, Year 2, Year 3) Randall Place, Greenwich SE10 9LA
- **Royal Hill Campus** (Year 4, Year 5, Year 6) Royal Hill, Greenwich SE10 8RZ

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEND Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)

What is the purpose of the Accessibility Plan?

Purpose of the Plan	The purpose of the plan is to show how James Wolfe Primary School intends, over time, to increase the accessibility of our school for disabled pupils.
Disability definition	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.
Legal Background	<p>From September 2001, The Disability Discrimination Act of 1995 outlawed discrimination by schools and local authorities against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.</p> <p>This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in three areas required by the planning duties in the DDA:</p> <ol style="list-style-type: none">1. increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe. <p>James Wolfe Primary School aims to treat all stakeholders, including our pupils, staff, prospective pupils and staff, governors and other members of the school community favorably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.</p>

Contextual Information

	Royal Hill Site	Randall Place Site
Building information	<ul style="list-style-type: none"> • Built in 1896. • Age ranges taught at site: Year 4,5,6. • Ramp access for wheelchair users, from street level, to gain entry to the ground floor via reception. • Rear ramp access to the playground for wheel chair users, via Learning Zone I and the library. • Lift access from the ground floor to all floors which is specifically designed for wheelchair use. • The only part of the building that is not suitable for wheelchairs is the attic space and meeting room which is located at the top of the building. Not all children require access to this space. • A separate annexe, at the rear of the building, comprises ramp access at the back with automatic doors. The building is equipped with wider door access and is fully accessible for wheelchair users. 	<ul style="list-style-type: none"> • Built in 1877. • Age ranges taught at site: Nursery, Reception Year 1,2,3. • No lift access to upper floors. • Ramp access for wheelchair users, from street level, to gain entry to the ground floor via reception. • Access, from all ground floor classrooms, to the playground for wheelchair users.
Medical Information Sharing	All medical information, at either site, is collated and is available to staff on the staffroom notice boards, offices and is regularly updated by the Inclusion Leader for SEMH.	

Physical Access

Target	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents/carers Ensure that staff and governors are aware of the access issues	a) To create access plans for individual disabled children as part of the IEP process	When required	SENCo	<ul style="list-style-type: none"> IEPs are in place for disabled pupils Disabled students needs are met
	b) To ensure staff and governors can access areas of the school used for meetings	In place	Headteacher	<ul style="list-style-type: none"> Ground floor classrooms/meeting rooms, with ramp access, are chosen for governing body and staff meetings. (At Randall Place) Lift is available to floors 1 and 2 (At Royal Hill)
	c) Annual reminder to parents, through school newsletter "Weekly Wolfe", to let us know if they have problems with access to areas of the school	In place	Headteacher	<ul style="list-style-type: none"> Continually monitored through parent feedback
	d) Circulate information to relevant staff	In place	Business Manager/HR	<ul style="list-style-type: none"> Staff information on display in staffrooms and on staff noticeboards regarding accessibility. Policy on display on the staff noticeboard
Ensure everybody has access to the main reception area at either site	a) Ensure that nothing is preventing wheelchair access to the main reception at either site	Daily check by premises to clear the area	Premises team H&S representative	<ul style="list-style-type: none"> Disabled parents/visitors/pupils/staff feel welcome Visitors can enter the reception area and

	b) Ensure that the external doors are wide enough for a wheelchair to enter/exit c) Provision of appropriate seating at both campus receptions			
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Equality & Inclusion

Target	Strategies	Timescale	Responsibility	Success Criteria
To improve staff awareness of disability issues	a) Review staff training needs b) Provide training to members of the school community as the need arises	On-going Included in Induction training	Headteacher	<ul style="list-style-type: none"> Assembly awareness, for staff and pupils, to ensure that disabilities and associated difficulties are shared with pupils.
To ensure that policies consider the implications of disability access	a) Consider during policy reviews	On-going	Headteacher Heads of Campus	<ul style="list-style-type: none"> Reviewed policies, from this point forward, take into account the need to plan for children who have a disability or may need modified curriculum, physical access.

Curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria
To continue to train staff to enable them to meet the needs of children with SEND	a) Review staff training needs b) Continue to enable staff to refer concerns about children to the Inclusion Team regarding SEND needs	On-going On-going	SENCo	<ul style="list-style-type: none"> Regular monitoring of staff needs related to SEND pupils, progress and meeting their wider needs. Inclusion team meets regularly (4 weekly cycle) to discuss referrals – actions fed back to the teacher.
To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc.	a) The needs of SEND pupils are carefully factored into off-site visits to ensure the safety and educational well-being of the child. b) Review the educational visits procedures regularly	At the point of planning the visit On-going	Teacher Assistant Head Teachers	<ul style="list-style-type: none"> All providers of out-of-school educational activities will comply with the school's commitment to offering SEND children equal access to visits. SEND children's needs are catered for and carefully considered when booking educational visits.
To provide specialist equipment to promote participation in learning by all pupils.	a) Assess the needs of children in each class, and on a case-by-case basis, to ensure that equipment needed is available.	On-going	SENCo	<ul style="list-style-type: none"> Specialist equipment such as pencil grips, headphones, ear defenders, writing slopes etc are purchased to support learning needs.

To meet the needs of individuals during statutory end of KS tests	a) Children will be assessed in accordance with the standards and testing agency guidelines. Those who regularly require modifications to support their needs will have changes made as necessary.	On-going	Headteacher SENCo Head of Year 2/6	<ul style="list-style-type: none"> We support the needs of those who require modifications to test practice Children feel comfortable and are able to undertake tests in an environment that suits their learning needs.
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Written and Other Information

Target	Strategies	Timescale	Responsibility	Success Criteria
To ensure that parents, carers and members of the community can access information	a) Written information may be provided in alternative formats	On-going	SENCo	
To ensure that parents, who may be unable to attend either site of the school, because of a disability can access parents' evenings.	a) Staff to hold parents' evenings, when necessary, in a different format – such as telephone consultation, written information etc.	Necessitated by need	Teacher	<ul style="list-style-type: none"> Parents and carers are fully informed about their child's progress at the school. If a parent is unable to attend, they have the same right and access to the information as another parent.