**WARREN FARM PRIMARY SCHOOL**

**Accessibility Planning Objectives**

**(for anticipatory reasonable adjustments): Incorporating Equality Objectives and Action**

****

**Plan 2020-2023**

**Accessibility Planning Objectives (for anticipatory reasonable adjustments): Incorporating Equality Objectives**

|  |  |
| --- | --- |
| **School Name** | Warren Farm Primary School |
| **Dates: From Sept 2020 To Sept 2023 (3years)** | |

**Accessibility Plan Code**

C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Objectives**  Expressed as an outcome for pupils and/or adults in terms of progress and participation | **Accessibility Planning**  **Code**  (C,E,I) | **Actions** | | | **Evidence**  to be collected to measure progress | **Dates**  (from  and to) |
| **How** | **Who**  (Lead person) | **Resources** |
| To ensure all relevant information and policies relating to SEND and inclusion are available on the school website (9.13) | **I** | Make all staff  aware of Single Equality Plan | SENCO | Copies of plan | Single Equality Plan produced  SEND area of website accessible | On going with staff turnover |
| Continue to  develop SEND area of website. | SENCO | Website access |
| To address new school issue –  changing school community (in  particular children with ASD/SaLT) (2.4) | **C** | Work with PSS | N.Gosling  J. Watson  (SEN) | Data for  EAL/ASD | Pupils showing progress as evidenced in data. Provision map showing needs met.  Observations of all staff showing ASD strategies being used effectively  All staff to have received Level 1 ASD training. | 2 yr  1yr |
| Working with  ‘CAT’ Team  Training from CAT team | N.Gosling  J. Watson  All staff | Liaison with CAT team.  Inset/training time |
| Makaton Training | N.Gosling  EYFS and KS1 staff. | Training time. |

**Accessibility Planning Objectives (for anticipatory reasonable adjustments): Incorporating Equality Objectives**

|  |  |
| --- | --- |
| **School Name** | Warren Farm Primary School |
| **Dates: From Sept 2020 To Sept 2023 (3years)** | |

**Accessibility Plan Code**

C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Objectives**  Expressed as an outcome for pupils and/or adults in terms of progress and participation | **Accessibility Planning**  **Code**  (C,E,I) | **Actions** | | | **Evidence**  to be collected to measure progress | **Dates**  (from  and to) |
| **How** | **Who**  (Lead person) | **Resources** |
| To ensure that positive attitudes to diversity are promoted and our changing school community is used as a resource for learning (Community Cohesion)  (5.5)  (6.15) | **C** | Review EL  curriculum and  cultural arts  provision |  | Time to review | Produce updated EL Curriculum  Active involvement with our  community and volunteer groups | 2 yr |
| Develop links in the local  community | School Council (S. Blakemore)  G. Barr  K. Taroni | All children  involved .  Outside  groups |
| To support all staff in developing greater parental involvement leading to improved outcomes for pupils and their families.  (9.6) | **I** | Supporting  teachers to  develop parental involvement in  setting targets,  assessment and intervention/review | SENCO /  J. Watson /  AHTs  PSS / Ed Psych. | Staff training / INSET /  Teacher days.  Appropriate  records | ∙ Appropriate records / data showing pupil progress.  ∙ Rise in attainment  ∙ Training delivered and impacting (evaluations & review) | 1yr |

**Accessibility Planning Objectives (for anticipatory reasonable adjustments): Incorporating Equality Objectives**

|  |  |
| --- | --- |
| **School Name** | Warren Farm Primary School |
| **Dates: From Sept 2020 To Sept 2023 (3years)** | |

**Accessibility Plan Code**

C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Objectives**  Expressed as an outcome for pupils and/or adults in terms of progress and participation | **Accessibility Planning**  **Code**  (C,E,I) | **Actions** | | | **Evidence**  to be collected to measure progress | **Dates**  (from  and to) |
| **How** | **Who**  (Lead person) | **Resources** |
| To ensure school support staff are fully involved in planning, assessing and reviewing pupil’s progress in order to maximise outcomes for pupils (AFL cycles)  (3.12) | **C** | Review current practise to  develop  opportunities for TAs to be  involved in all  aspects of the  AFL cycle | SMT | Review time  Meeting time  with TA’s  Action planning time. | TA’s effectively participating in the AFL cycle for children in their care. | 2 yr |
| To evaluate the impact of training on inclusion:  - Staff attitude  - Confidence  - Practice  (4.7) | **C** | Questionnaire for support staff  (audit).  Action issues  from above | SENCO /  J. Watson | Questionnaires/audit of skills | Positive review  Increased confidence  Positive attitudes displayed through practice | 2 yr |

**This plan can be extended and new boxes added to be responsive to the individual school circumstances.**

**Please submit the 3 year dates of your plan through our website www.beps.org.uk**

**Accessibility Planning Objectives (for anticipatory reasonable adjustments): Incorporating Equality Objectives**

|  |  |
| --- | --- |
| **School Name** | Warren Farm Primary School |
| **Dates: From Sept 2020 To Sept 2023 (3years)** | |

**Accessibility Plan Code**

C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Objectives**  Expressed as an outcome for pupils and/or adults in terms of progress and participation | **Accessibility Planning**  **Code**  (C,E,I) | **Actions** | | | **Evidence**  to be collected to measure progress | **Dates**  (from  and to) |
| **How** | **Who**  (Lead person) | **Resources** |
| To create an effective, productive and inspiring environment (EYFS / outdoor learning / Community Cohesion)  (5.10) | **E** | Audit action plan for EYFS  (Eckers) | EYFS staff | Training  Meeting and  review time  (EYFS staff) | Outside area being used effectively, demonstrated through practice.  Photographs (before/after)  Outside grounds looking attractive.  Club register demonstrating good attendance.  Positive evaluations. | 1 yr |
| Work with  Kingstanding  Leisure Centre staff to develop gardening areas | All staff and  School  Council | School Council meeting time |
| Introduce  gardening club | DHT | Funding |

**This plan can be extended and new boxes added to be responsive to the individual school circumstances.**

**Please submit the 3 year dates of your plan through our website** [**www.beps.org.uk**](http://www.beps.org.uk)

**Equality Objectives**

|  |  |
| --- | --- |
| **School Name** | Warren Farm Primary School |
| **Dates: From Sept 2020 To Sept 2023 (3years)** | |

**Accessibility Plan Code**

C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Objectives**  Expressed as an outcome for pupils and/or adults in terms of progress and participation | **Accessibility Planning**  **Code**  (C,E,I) | **Actions** | | | **Evidence**  to be collected to measure progress | **Dates**  (from  and to) |
| **How** | **Who**  (Lead person) | **Resources** |
| Narrowing gaps in attainment between girls and boys, particularly in writing | **C** | See SDP  2017/18 | HT | See SDP | See SDP | 1 yr |
| Ensure effective use of Pupil  Premium, closely monitoring its impact on disadvantaged pupils. | **C** | See Pupil  Premium  Planned spend (available on  school website) | HT | See planned  spend | See Planned spend | 1 yr |
| Improve knowledge, skills and attitudes to enable pupils to  appreciate and value difference and diversity, for example increasing understanding between pupils from different faith communities. | **C, I** | See SDP  2019/20 | HT | See SDP | See SDP | 2019/20 |

Warren Farm Primary School Accessibility Action Plan

|  |  |  |  |
| --- | --- | --- | --- |
| Area | General comment | Issue | Costs |
| Entrance | Access to building via main entrance – Ramp in place. Exit via powered doors – DDA compliant. | None |  |
| Reception area | Hatch to office at low level to allow interaction with wheelchair users. Exit button at low level DDA compliant. | None. | None |
| Corridors | Small steps on all corridors DDA compliant. Contrasting risers on all corridor steps for visually impaired users. Manual ramps available for use on all steps. Unsuitable for wheelchair users due to incline angle.  Disabled access ramp and door has been fitted to allow access to middle of corridor for wheelchair users. New flooring to ensure easy access for wheelchair users completed Summer 2012. | Wheelchair ramps. Due to entries on both sides of corridors it is not possible to address this issue due to cost considerations.  Installation of stair lift would cause a fire exit hazard due to width of corridors. (Independently verified by external contractor – not reasonable adjustment) | None |
| Classrooms | Classrooms all very small and cramped. Unsuitable for wheelchair users.  Blinds fitted to all windows (DDA compliant). | Cost prohibitive to enlarge / amend classroom size. | None |
| Hall (upper) | 2 access doors. Fire escape has a small step. Blinds fitted to windows. | Consider adding exit ramp to DD requirements. | Estimated cost £800 |
| Dining Hall  (lower) | 2 access doors. No blinds to windows. Used for dining. Sico seating used which allows for wheelchair users at end of seating. | Consider fitting of blinds to hall. | Estimated cost £1400 |

|  |  |  |  |
| --- | --- | --- | --- |
| Area | General comment | Issue | Costs |
| Staffroom | Access only by very narrow and steep staircases. | Both staircases have turns which would negate the use of a stair lift. Amendment / enlarging of staircases not cost effective. | None |
| KS2 pupil  entrance | Access via wide entry gate. | None | None |
| KS1 pupil  entrance | Access to school is via a large wide fenced gate. Entry to lower school is not obstructed by steps and the lower corridor is ramped. | No issues. | None |
| Nursery  entrance | Access to Nursery is through a newly created wide metal gate and then up a disabled access ramp. There is an alternative entrance via the KS1 entrance which is also wheelchair accessible. | No issues | None |
| Playgrounds | The surfaces of all playgrounds are sound. Entry to school from the middle playground is via a specially constructed ramp with handrails and non-slip surface. | No issues | None |
| Outside  classrooms | All have ramps constructed to allow access. | There is only 1 suitable disabled access fire escape from each of the terrapins. It is not deemed financially viable to install ramps to the second fire escape from each room. There are small threshold lips on each of the doors which make access and egress difficult for wheelchair users. Ramp to Library upgraded August 2017 to allow easier wheelchair access. | £6000 |
| Disabled w.c. | One disabled w.c. is available for use within school. It has an alarm and is fully DDA compliant. | No issues. | None |