



Accessibility Plan 2021-2023

St Wenn School has been described as having a 'welcoming and delightfully happy environment in which pupils thrive and want to do their best.' We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how St Wenn School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities.

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum (this 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)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)



Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

St Wenn School has been in its current location since 1865. The original Victorian building houses the four class rooms and a library/learning space. One Class room is accessed by stairs. A Disabled toilet is available on the ground floor.

The office is housed in a separate building which is accessed by a large wooden step.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities

The school has currently no children with a disability.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

| Target | Strategies | Timescale | Responsibility | Success Criteria |
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| Increase confidence of all staff in differentiating the curriculum | Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required | On-going and as required | HT | Raised staff confidence in strategies for differentiation and increased pupil participation |
| Ensure classroom support staff have specific training on disability issues | Be aware of staff training needs Staff access appropriate CPD Online learning modules if required | As required | HT | Raised confidence of support staff |
| Ensure all staff are aware of disabled children's curriculum access | Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child | As required | HT | All staff aware of individual needs |
| Use computing software to support learning | Make sure software installed where needed | As required | Computing coordinator | Wider use of SEND resources in classrooms |
| All educational visits to be accessible to all | Apply guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness | As required | HT/EVC | All pupils in school able to access all educational visits and take part in a range of activities |



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| Review PE curriculum to ensure PE accessible to all | Gather information on accessible PE and disability sports Seek disabled sports people to come into school | As required | PE co-ordinator | |
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St Wenn School Accessibility Plan 2021-2023

Improving access to the physical environment of the school

St Wenn School is continuing to grow and develop –The mezzanine and kitchen are in full use, the office is now complete and we have an extension on the front of the main building for EYFS. We now also have a toilet in the extension.

Provision, in exceptional cases, will be negotiated when a pupil’s specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school’s Improvement planning process is the vehicle for considering such needs on an annual basis.

| Target | Strategies | Time-scale | Responsibility | Success criteria |
|--|---|-------------|----------------|--|
| The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors | To create access plans for individual disabled pupils as part of the APDR process when required | As Required | HT | APDRs in place for disabled pupils and all staff aware of pupils needs |



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| | <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter</p> <p>Consider access needs during recruitment process</p> <p>Ensure staff aware of Environment Access Standard</p> | <p>Induction and ongoing if required Annually</p> <p>Recruitment process</p> | <p>HT</p> <p>HT</p> <p>HT</p> | <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p> |
| Layout of school to allow access for all pupils to all areas | Consider needs of disabled pupils, parents/carers or visitors when considering any redesign | As required | HT/ Governors/ Site manager/ School Surveyor | Re-designed buildings are usable by all |

| Target | Strategies | Time-scale | Responsibility | Success criteria |
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| Improve signage and external access for visually impaired people | Yellow strip mark step edges | On going | HT/Site manager | Visually impaired people feel safe in school grounds |



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| Ensure all disabled pupils can be safely evacuated | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities | As required Each September | HT HT | All disabled pupils and staff working alongside are safe in the event of a fire |
| Ensure accessibility of access to computing equipment | Alternative equipment in place to ensure access to all hardware Liaise with VI/HI on information with regard to visual impaired and hearing impaired pupils | On-going and as required Software may be required As required | ICT co-ordinator/HT | Hardware and software available to meet the needs of children as appropriate |
| Ensure hearing equipment in classrooms to support hearing impaired | Seek support from LA hearing impaired unit on the appropriate equipment | Ongoing | LA hearing officers | All children have access to the equipment |
| All fire escape routes are suitable for all | Make sure all areas of school can have wheelchair access Egress routes visual check | On-going and as required and as appropriate Weekly | LA Site Manager | All disabled staff, pupils and visitors able to have safe independent egress |



Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools computing infrastructure will enable us to access a range of materials supportive to need.

| Targets | Strategies | Timescale | Responsibility | Success Criteria |
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| Review information to parents/carers to ensure it is accessible. | <p>Provide information and letters in clear print in "simple" English</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Ensure website and all document accessible via the school website can be accessed by the visually impaired.</p> | <p>During induction</p> <p>On-going</p> <p>Current</p> | Office | <p>All parents receive information in a form that they can access</p> <p>All parents understand what are the headlines of the school information</p> |
| Improve the delivery of information in writing in an appropriate format | Provide suitably enlarged, clear print for pupils with a visual impairment | As required | Office | Excellent communication |



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| Ensure all staff are aware of guidance on accessible formats | Guidance to staff on dyslexia and accessible information | On-going | HT | Staff produce their own information |
| Annual review information to be as accessible as possible | Use child friendly Communication passports and share APDR formats | On-going | HT | Staff more aware of pupils preferred method of communications |