

Accessibility Plan for Wren's Nest Primary School - April 2009 - August 2012

The last accessibility plan covered the period from March 2006 until April 2009 when the first phase of the new school build was opened. This plan has been reviewed on a yearly basis and is now completed with the opening of Phase 1 of the new school. The new school has been designed to meet all DDA requirements and provides an inclusive learning environment for all children.

This next accessibility plan covers the period 2009 - 2012 and includes the opening of Phase 2 of the new building.

1) Increased access to the curriculum for disabled pupils

Targets	Strategies	Timeframe and costs	Success criteria
To ensure that lessons provide opportunities for all pupils to achieve	<p>Lessons address a variety of learning styles and are differentiated appropriately.</p> <p>Children work in a range of ways - individuals, pairs, groups and whole class</p> <p>Interactive whiteboards are used appropriately to involve all children and use a coloured background to support access for visually impaired children.</p> <p>Specific staff training for support staff and teaching staff dealing with children with difficulties. E.g. Training to support classroom assistant working with children with specific disabilities</p> <p>Regular meeting of SENCO/DHT/ LM team and a Learning Mentor role developed to ensure close link between our SEN team and the Learning Mentors.</p>	<p>June 2009 onwards</p> <p>Family Support Co-ordinator to identify appropriate courses.</p> <p>Weekly meetings AK/KM/Learning Mentor team</p>	<p>Lesson monitoring shows that the pitch of lessons is appropriate in most classes</p> <p>This monitoring will continue on an ongoing basis, focusing initially on Numeracy and Literacy lessons and then other subjects.</p>
To ensure all pupils take part in physical activities	<p>School to replenish and continue to supply PE kit for all children from Reception to Y6. This supports health and a safety requirement relating to appropriate and safe wear and ensures all children are able to take part in PE.</p> <p>Spare swimming kit are kept in school to enable some children not able to bring clothing are still able to undertake physical activity. Cost of swimming subsidised by school.</p> <p>Children requiring additional help to access PE will be supported in the short term prior to assessments.</p>	<p>Costs of replenishment and renewal / washing. £1,500 per year.</p> <p>Swimming cost £2,500</p>	<p>All children to take part in PE lessons</p> <p>All children in Year 2 to take part in Swimming lessons with the aim that all children learn to swim and learn water safety.</p>
School visits are accessible to all children irrespective of attainment or impairment	<p>Additional support staff are used to ensure that all children are able to access school visits. This includes the Year 5 residential visit to the Pioneer Centre.</p>	<p>June 2009 ongoing</p>	<p>All children within the class participate in the visit. Risk assessment provides evidence of this with specific inclusion section.</p>
School behaviour & SEN policies ensure that the needs of all individuals are met to the best of the schools capacity.	<p>Continued development of a range of inclusion strategies at Wren's Nest involving multi-agency approaches, provision of nurture groups, and learning mentors.</p>	<p>Nurture Group provision continues (June 2009 →)</p>	<p>There is a wide range of strategies and support for all children facing inclusion difficulties.</p> <p>Interventions are reviewed and impact analysed.</p>

Mental health and well being of children and adults are supported.	0.5FTE Mental health nurse employed by Wren's Nest through the PCT to support health and well being. This project will be fully evaluated and the impact reviewed by Health and School	April 2009 for 18 months £40,000	Mental health issues do not form barriers to learning for children and families.
--	--	-------------------------------------	--

2) Improvements to the physical environment of schools to increase access to education and associated services at schools

Targets	Strategies	Timeframe and costs	Goal achieved
To ensure that the refurbishment and development of Phase 2 complies with all DDA legislation.	DPC and Buildings & Estates team report at monthly meetings on progress and developments to support legislation. NL (architect) responsible for ensuring DDA legislation is met.	Phase 2 April 2009 - Feb 2010	Phase 2 of new build is fit for purpose and provides an excellent learning environment for all.
To ensure that the signage for the new site supports and is accessible to all users	Signage planned and checked with parent groups to ensure that signs are clear and accessible to a range of parents (Literacy skills group / ESOL group)	Oct - March 2010 Part of school build costs	Signs are clear and visitors to the site are able to find their way around easily.
To ensure that disabled parking is available and fit for purpose when the landscaping works are completed.	Disable parking spaces planned into the driveway development so that they are easily accessible and meet all DDA requirements. NL to lead as part of design plan.	Oct - March 2010 Part of school build costs	Disabled parking is available and fit for purpose.

3) Improvements in the provision of information for disabled pupils / parents and carers.

Targets	Strategies	Timeframe and costs	Goal achieved
To provide information that is accessible and easily understood by all. (Continued target)	School information is written in easily understood language. The School Office staff will support and help parents to access information and complete forms for them. Parents of children with EAL are spoken to individually and children may be used as translators. ESOL class / Adult Literacy class are used to provide feedback to Lifelong Learning Manager regarding accessibility of materials	June 2009 → KA to discuss review newsletters / other letters with groups periodically to check accessibility / seek improvements.	All parents to be able to access school information. All parents to be know that the staff within the school office will be able to help and support them, and to use this service when needed.
To provide information that is accessible and easily understood by all. (Continued target)	Maintain and further develop the school website which meets accessibility requirements and is accessible to all (alternative controls to mouse, text only screens for visually impaired)	Kay Mason June 2009 →	School website to be accessible and available to all users.