



Accessibility Plan 2019/20

West Cornforth Primary School's Accessibility Plan complies with new legislation, and ensures that it is in line with the SEND policy and the SEND strategy. This document will be added to and modified as a result of an annual review by the Accessibility Governor in September 2020 or when need arises.

West Cornforth Primary School prides itself on being 'a centre of opportunity' for all children.

At West Cornforth Primary School we value all children as individuals and offer education and care in a stimulating, exciting and spacious new building with the intention of providing everyone with the best education possible.

Our school aims, in partnership with home:

- ❖ To provide a happy and welcoming school where children enjoy learning and fulfil their potential through a broad and balanced curriculum.
- ❖ To respect, value and include everyone in our community, regardless of race, religion, culture or ability.
- ❖ To develop our children's self-esteem and self-confidence so they feel proud of themselves, proud of their achievements and proud of their school.
- ❖ To develop in our children lively, enquiring minds, the ability to question, to argue rationally and to apply themselves to realistic tasks and challenges.
- ❖ To develop within each child the powers of imagination, creativity and self-expression.
- ❖ For children to become self-disciplined with a clear understanding of right and wrong.
- ❖ To nurture each child's emotional and spiritual development.
- ❖ To involve parents in all aspects of their child's education.
- ❖ To prepare and educate children about the wider world beyond the local area.
- ❖ To provide opportunities for professional and personal development for all staff.
- ❖ To be central to our village community and develop supportive partnerships.
- ❖ To promote high standards and high expectations in all areas of school life.

Our school takes seriously its duty not to discriminate against disabled children for a reason relating to their disability and to promote the inclusion of disabled children in all aspects of school life.

Our Accessibility Plan will aim to support all children in this context, and to reduce barriers that might prevent these aims being met.

Our Accessibility Plan pays due regard to the law and local Durham County Council directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEN Code of Practice (2014) (and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001, and Oxfordshire County Council's Schools Accessibility Strategy 2006-2009).

Our **Accessibility Plan** is divided into four sections:

Section 1: Access to the Curriculum - for children

Section 2: Access to Pastoral Support – for children

Section 3: Site Accessibility - for staff, parents, children and the community

Section 4: Access to Information - for staff, parents, children and the community

An introduction to these main areas is given below, outlining the current approach.

Section 1: Access to the curriculum

This section of our Accessibility Plan is monitored by the Head Teacher and Deputy Head Teacher.

The aim is to ensure that all children will have an appropriate (differentiated and personalised) curriculum to fit their needs.

Our following policies support this aim:

- ❖ **Teaching and Learning Policy**
- ❖ **School Development and Improvement Plan (SDIP)**
- ❖ **Individual Faculty Development Plans**
- ❖ **Special Educational Needs Policy**

All teachers have responsibility for ensuring that they teach an appropriate curriculum that is accessible to all, and they are responsible to the senior leadership team.

Section 2: Access to Pastoral support

The Deputy Head Teacher is tasked with monitoring this section of our Accessibility Plan, working collaboratively with all teachers, school counsellor, learning mentors, inclusion manager, SEND officer and School Health Nurse. External professionals, such as the Educational Psychologist (EP), Multi-Agency Safeguarding Hub (MASH) and Primary Child & Adolescent Mental Health Service (PCAMHS), who support our School, contribute additionally to this work.

The aim is to ensure that all children will have access to suitable pastoral support to ensure that they are safe in school and are supported in their emotional and social development.

Our following policies support this aim:

- ❖ **Anti-bullying policy**
- ❖ **Behaviour for Learning policy**
- ❖ **E-safety policy**
- ❖ **Healthy Schools policy**
- ❖ **Safeguarding and Child Protection policy**

Section 3: Site Accessibility

Responsibility for this section of our Accessibility Plan lies jointly with the Head Teacher, Governor with responsibility for Accessibility and the Premises Manager, with contributions from a range of professionals supporting our school and from individuals within our school.

An annual audit of the site will be undertaken by the Head Teacher and the Governor with responsibility for Accessibility. Health and safety issues will be identified and addressed on a continuous basis by a range of people within our school, including the Health and Safety Governor, Head Teacher and the Premises Manager. Risk assessments will be written as appropriate for particular children or activities or to take into account a specific disability.

Children, staff, parents and visitors to our school have an equality of opportunity to access the site, and we will continue to aim to make all areas of the site accessible where possible.

As our school is a new build it is likely that we can facilitate equality of opportunity and access for all, however in specific cases of need where buildings cannot be adapted, changes will be made to the curriculum; typically this will mean re-rooming to accessible accommodation. The following policies support these aims:

- ❖ **Equality Policy**
- ❖ **Facilities Development Plan**
- ❖ **School Development and Improvement Plan**
- ❖ **Fire Risk Assessments/Fire Safety Action Plan**
- ❖ **Health and Safety Policy**

Section 4: Access to Information

This section of the Access Plan is monitored by the Head Teacher.

Our aim is to ensure that children, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by the Freedom of Information Act (FOIA), the Data Protection Act (DPA), the Disability Discrimination Act (1995) and the Equality Act (2010).

These aims are supported by the following policies:

- ❖ **Home-school Communications guidance**
- ❖ **Freedom of Information policy**

Children have access to information by:

- ❖ data reports
- ❖ feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents' Evenings
- ❖ reviews from enhanced monitoring through Pastoral Support Plans and SEND reviews
- ❖ representation on/by the Student Council

Parents have access to information by:

- ❖ data reports
- ❖ teachers' written comments in children's books / planners / letters and emails to parents; telephone conversations
- ❖ talking to teachers and support staff at annual Parents' Evenings
- ❖ West Cornforth Primary School Newsletter
- ❖ School website
- ❖ Annual School Report
- ❖ by prior appointment to visit our school
- ❖ through appointments with teachers (SEN reviews, reviewing Pastoral Support Plans, the Common Assessment Framework and the Team Around the Child)
- ❖ School Prospectus
- ❖ SEND information to parents: at reviews, and with printed documentation, and from relevant professionals outside school supporting the work of our school.

Visitors / external agencies / individual have access to information (on a need-to-know basis only) by:

- ❖ School website
- ❖ Contact with professionals within our school
- ❖ By written request to the Head Teacher.

Our School aims to provide information in an accessible format and will respond to individual needs and requests as they arise. For example:

- ❖ we will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for children, prospective children or parents who have difficulty with standard forms of printed information.

- ❖ we will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information. during parents' evenings and review meetings of children's performance in school, details are confirmed to parents how they can access information
- ❖ we will, if the need arises, aim to provide translation or interpreter services to ensure all parents/children can access information

If you wish to feed back any comments on the accessibility of our school, please complete the attached form and send a paper or electronic copy to:

Mrs J. Hodgson
Head Teacher
West Cornforth Primary School
High Street
West Cornforth
Ferryhill
DL17 9HP

Telephone 01740 654 315

Email: westcornforth@durhamlearning.net

West Cornforth Primary School Accessibility Plan Feedback Form

If you have any views on the accessibility of West Cornforth Primary School, or if there is anything you have had difficulty accessing which we ought to be aware of, please use the form below to let us know.

Name	
Address	
What is your role in our school (e.g. parent, children, teacher, governor, etc)?	
Your telephone number	
Your email address	

Which area(s) of our accessibility plan would you like to comment on?

- Section 1: Access to the Curriculum
- Section 2: Access to Pastoral Support
- Section 3: Site Accessibility
- Section 4: Access to Information

Please write your comments/suggestions in the box below: