



Walcott Community Primary School

Accessibility Plan 2017-2018

Reviewed: September 2017

Walcott is a small rural primary school in the heart of Lincolnshire. We cater for children from a wide demographic and pride ourselves on the care and support we offer those with special needs and disabilities. Wherever possible we look for solutions rather than problems when dealing with those staff, pupils and parents with particular needs

Purpose of Plan

This plan shows how Walcott Primary 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



Walcott was built in the 1850's as a traditional single story brick building consisting of a main hall and single classroom. During the First World War it was converted for use as a rural Cholera hospital. It has been subsequently added to over time with additional space being added in the 1960s, 70s, and 2006. The different phases of building have for some reason provided slightly different floor levels through the building but these are not significant and wheel chair users have managed these in the past. None of the older



door opening were built with wheel chairs in mind, but more recent extensions have wide doors and level thresholds. In the past we have had a pupil who used a large electric wheel chair and work to remove the narrowest internal doorways in the last decade enabled this child to navigate the school with a high level of independence. In recent years we have had a pupil with visual impairment, and during this time new lighting and blinds have been installed. Some door signs have braille and attention has been paid to wall and door contrasts. The front

door has a slightly raised threshold and is not wheel chair compliant but there is level easy access from the playground.

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

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

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
To improve access to the front door of the school	It is not structurally possible to widen this door without a complete rebuild of this part of the school. It is possible to install a ramp to reduce the impact of the raised threshold. A door bell from the outside of the building could be installed for those unable to access the lobby area.	September 2018	Headteacher and Governors	A ramp will be installed to the front door. A call point will be installed on the outside wall.

Improve facilities in the disabled toilet	Install new storage shelves to keep resources for children who need nappy changing	Spring 2018	A Sewell A Phillips	New shelves installed
Improve demarcation of ramped floor between corridor and staff room	Install industrial quality yellow and black warning strips at either side of the uneven floor. These will need letting into the existing floor tiles by a professional flooring installer	Autumn 2018 / As funding allows	A Sewell / Premises committee	New warning strips in place.
Improve signage	Install new signage at the entrance and within the building which is suitable for those with limited vision	As funding allows	A Sewell / Premises committee	New signage in place
Install disabled parking space markings in the car park	Mark out two spaces for disabled visitors / staff adjacent to the front entrance to minimise distance needed to be walked into school.	Summer 2018	A Sewell / Premises committee	Disabled spaces clearly demarcated.