



Accessibility Plan Policy

Accessibility Plan 2016-2017

Our Accessibility Plan has been written to take into account the new building's layout and its current state of operation. It will need to be amended when we have access to full parking facilities.

- 8 disabled spaces have been allocated at the front of the main building and these will be completed before May 2017.
- 4 disabled spaces have been allocated at the Sports Hall.

Environment

- As we are a new build, our facilities are all DDA compliant.
- We operate a designated area for taxis/parents to collect and drop off students who use a wheelchair.
- We have lifts inside the school building with a full maintenance: the contract is with Classic Lifts.
- The Sports Hall also has a platform lift so students can access the changing facilities and the gym area. Keys are held within the PE department.
- Designated staff support the students who need to use a lift. There are currently eight key holders within school including members of staff with mobility issues.
- We operate a one way system around school to ensure that students can move around in a safe manner.
- In case of fire, there are refuge areas on every floor and every stairwell. These relay back to reception.
- Some students can access the staff stairs in the heart space if they require a less congested route to class or need to move at a slower pace.
- The flooring within school is new and has anti-slip properties (no polished flooring) so this should improve the safety of pupils as they move around the school.
- Stairs have handrails to support students to move up and down safely.
- We have a therapy room which has a hoist and a physiotherapy bed for our disabled students to use when required. This also includes shower facilities.
- We have a disabled toilet facility at the end of the Student Support corridor as well as 6 AWC in the main building and in the Sports Hall we have one AWC/changing facility for community use as well as student use.
- Most classrooms have soundboards to make the environment less noisy: this is particularly beneficial for our ASD students and those students who have hearing impairments.
- At present, the walls are uncluttered and minimalistic. Again, this can be beneficial for students who have additional needs particularly ASD and dyslexia.

- Lights are dimmable closest to the board and this will be beneficial for students with any sight impairment.
- Most practical classrooms have adaptable chairs and tables for our wheelchair users such as ICT, Science, and Food Technology. Food Technology also contains multi-positional oven and facilities.
- Students have access to dyslexia friendly keyboards to enhance the learning of our dyslexic students.
- There are electronic doors around school to support students' in accessing the building.
- Mobile hearing loop units are available to use in suitable classrooms/halls to support students with any hearing impairment.
- Students with physical needs are supported in their transition around the school as required. This is the same where a change of clothing is required or where there needs to be much movement around the room (for example, PE, Technology or Expressive Arts).
- A number of staff in school have had paediatric first aid training and there is a first aid rota in school so that there is always someone available in case of emergencies. This course is updated every 3 years.
- Also, a number of staff have been trained on the Movers and Handlers course to enable to assist and support the physical needs of students.

Curriculum

- We have offered regular INSETs and training packages on topics relating to SEND to all of our staff.
- We issue Stent Information Sheets as part of the SEND register to all staff so that they are aware of the needs of the students and how to meet them.
- With our current Year 7, we are trialling the use of mybooks as a way to disseminate information about a students' needs and how they can access the curriculum.
- We regularly liaise with the Sensory Support Service in Stockport to ensure that we are sharing best practice amongst our staff and are meeting the needs of our students who have identified sensory needs.
- We have a new policy for supporting our EAL students and a designated member of staff who supports any INAs into school.
- Currently, Werneth is working alongside Stockport's Behaviour Support Service and Mark Finnis to develop a restorative approaches to working with young people.

At the moment we are currently working on delivering and implementing the following:

- We have a weekly Inclusion meeting where the SENCO, Assistant Director of Behaviour, Assistant Head teacher for Inclusion and the Behaviour Support Service meet to discuss and identify individual students needs and also talk about areas relating to SEND and behaviour.
- We are holding person centred SEND reviews for our SEND students so that we ensure that the student and their parents/carers are involved in making sure that the right type of support is in place and implemented.
- We have Teaching Assistants who are skilled up in the following areas and deliver these types of programmes to identified students:
 - Speech and language
 - Art therapy
 - ASD
- We utilise two teachers from Stockport's Learning Support Service to work with targeted students to develop their progress in literacy and numeracy as well as developing their self-confidence and boosting their self-esteem.

Future Plans:

Werneth School is looking at the demolition of the old building. The Headteacher meets with the contractors regularly to ensure that we are fully compliant with legislation and are focused on meeting the needs of our SEND students and our staff with mobility issues.

Other areas to work on:

- Visual timetables
- Making school information more accessible to students with a range of needs including visual impairments. For example, use of braille, easy to read text etc.
- We have highlighted that an area in school that we feel that we need to address further is Mental Health. Our Assistant Headteacher for Inclusion is currently writing a Mental Health Strategy to be utilised across the schools in Stockport.

Policy	Date modified	Date of approval	Review date	Governor Committee	Responsibility
Access Plan	October 2016	October 2016	October 2019	Resources	KED/SKE

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