

Accessibility Plan

Welford on Avon Primary School



Approved by:	Resource Committee	Date: January 2023
Last reviewed on:	January 2023	
Next review due by:	January 2024	

Contents

Our aim and values at Welford on Avon Primary School show what values we promote and explicitly teach in our curriculum, so the children can reach their best outcomes and achieve the highest standards.

Responsibilities

The governors of the school are responsible for determining the content of the policy and the headteacher for implementation.

Publication

This policy will be published on the school website.

Monitoring and evaluating

This policy will be monitored as part of the schools' monitoring and evaluation programme.

Inclusion and equality statement

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children. We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy

will be followed and the use of stereotypes under any of the above headings will always be challenged.

Introduction

At Welford on Avon Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

➤ Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Welford CARES -Creating Achieving Respecting Everyone Safely

Our vision is to inspire a lifelong love of learning within a safe, inclusive and nurturing environment empowering self-belief, respect and resilience to support our school community to reach their full potential.

Created June 2019

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and follows WCC policies and procedures with this matter

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 and to developing a culture of inclusion, support and awareness within the school Our Accessibility Plan shows how access can be improved for pupils with disabilities, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe

- Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Monitoring arrangements

This document will be reread every year, but may be reviewed and updated every 3 years and more frequently if necessary.

It will be approved by [the governing resource committee

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE <i>Include established practice and practice under development</i>	OBJECTIVES <i>State short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Learning objectives are clearly defined for all pupils</p> <p>Intended outcomes for pupils who require support are clear and support achievement of the learning objective</p> <p>Planning indicates there are differentiated tasks to meet the needs of all pupils</p> <p>Planned activities are appropriate for pupils who need support</p> <p>Resources used are appropriate for pupils who need support</p>	<p>Curriculum review to identify how needs of pupils who need support are met</p> <p>MTP and STPs checked by SLT</p> <p>Pupils progress meetings look at progress of pupils who require support</p> <p>The roles of any additional adults are clearly identified i.e. it is clear who is working with which pupils and what they will be doing</p> <p>There is evidence</p>	HT/SLT	ongoing	<p>The school demonstrates excellent performance and the quality of education is consistent and secure for all pupils including those who need support and pupils with disabilities (both hidden and invisible)</p> <p>The school performs exceptionable well in all areas</p>

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		There is time for pre-tutoring or re-visiting learning to support pupils who need support	of how feedback will be given to pupils who need support			
Improve and maintain access to the physical environment	<p>The environment is and will be adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Accessible toilets and changing facilities • Library shelves at wheelchair-accessible height 	Audit of the school environment would ensure that it meets the needs of all pupils	<p>Termly walk around school area to review accessibility</p> <p>Resource committee to meet if additional ramps etc need to be arranged</p> <p>Review of PE curriculum to ensure accessible to all pupils</p>	HT/ Governors for H&S	Review annually	The school environment is accessible for all pupils and all pupils can access all subjects

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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>Letter sent to parents to ask if materials or meetings need to be presented in an alternative way.</p> <p>This letter is sent out termly</p>	Termly letter	HT	Ongoing	The school environment is accessible for all parent sand all families can access all information.
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<p>Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from')</p> <ul style="list-style-type: none"> • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process • Ensure staff and governors can access areas of school used meetings • Annual reminder to parents and carers 			HT/ Governors for H&S		<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <ul style="list-style-type: none"> • All staff & governors are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school • PEEPs are prepared

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	<p>through newsletter to let us know if they have problems with access to areas of school</p> <ul style="list-style-type: none"> • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired 					<p>and reviewed as individual needs</p> <ul style="list-style-type: none"> • Change
Maintain safety for visually impaired people	<ul style="list-style-type: none"> • Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges • Check exterior lighting is working on a regular basis • Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate • Check flashing beacons that signal fire alarm activation regularly 			HT/ Governors for H&S	ongoing	Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.

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Ensure there are enough fire exits around school that are suitable for people with a disability	Currently have several fire exits with ramps Regular fire drills are carried out and access arrangements assessed and altered if required	Ensure staff are aware of need to keep fire exits clear	Ongoing check and fire inspection every three years	HT and Resources Committee	Ongoing review	All disabled personnel and pupils have safe exits from school.
Accessible car parking	Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building	Ensure staff are aware of need	Communications when holding events at school through newsletters	HT and Resources Committee	On-going	there is a place for disabled members of staff and visitors to park throughout the school day.
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability Develop guidance on making trips accessible through Evolve training	Staff complete audit of venues to be visited	Staff training on planning trips and risk assessments is up to date	HT and Resources Committee	On-going	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	PE review to make sure that all pupils can access PE curriculum or adaptations are made		Review PE curriculum to include disability sports	PE Subject Lead and Senior Leadership Team	September 23 (ongoing)	All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in	Discuss with staff who run out of school clubs, and people running	Continue to review in line with the	Review of access when pupil or	HT and Resource Committee	ongoing	Disabled children feel able to participate equally in out of

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lunchtime and after school activities	other clubs after school. What support would need to be available – especially after school Ensure there is a way of getting children with mobility issues/ wheelchairs to the hall, where sports clubs usually take place	changing school population	staff with access needs attend the school			school activities
Ensure support staff have specific training on disability issues	Policy shared with all staff and information shared as part of induction	Identify training needs at regular meetings	Plan training of staff annually as part of staff meeting cycle	HT and Resource Committee	ongoing	Raised confidence of support staff
Ensure staff and pupils with access needs can move from classrooms to the hall	Access around the outside of the building if required	New lift or ramp installed	Reviewed if required	HT and Resource Committee	Ongoing	Staff and pupils can get from the classroom to the hall

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				