

Accessibility plan

Wansdyke Primary School



Approved by:	LGC	Date: 5 th December 2024
Last reviewed on:	4 th November 2024	
Next review due by:	November 2028	

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	6
5. Links with other policies	6

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

At Wansdyke Primary School, we work hard to ensure that our ethos is such that, whatever the abilities and needs of members of our school community, everyone is equally valued and treated with respect. We provide all pupils with the opportunity to experience, understand and value diversity.

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. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers an accessible curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Short-term:</p> <ul style="list-style-type: none"> • Teachers to continue to adapt planning to meet the needs of all pupils. • Continue to ensure environments are inclusive <p>Medium-term:</p> <ul style="list-style-type: none"> •Continue to ensure CPD programme further develops staff knowledge and understanding of SEND <p>Long-term:</p> <ul style="list-style-type: none"> • Continue to develop an in-house Alternative Learning Provision •Continue to monitor the provision of technology to support specific learning needs 	<ul style="list-style-type: none"> • Regular learning walks and monitoring of teaching and learning. •CPD programme to be planned based on staffing needs •ALP to be developed further including timetabling, provision and staffing. •Continually review and update technology provision to support children's access to the curriculum 	<ul style="list-style-type: none"> • Senior Leadership Team • Senior Leadership Team •Senior Leadership Team, SENCo •Computing Lead, SENCo 		<ul style="list-style-type: none"> •The curriculum is consistently tailored to children's individual needs •All environments are consistently inclusive. •Staff receive a responsive CPD package that continues to develop their growing knowledge. •Internal ALP provides children with an increasingly accessible curriculum for core subjects •Children's needs are met through effective use of technology.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<ul style="list-style-type: none"> •To ensure that all adaptations to the building remain fit for purpose. •Ensure that all children can access equipment. Children can access the school grounds and curriculum resources. 	<ul style="list-style-type: none"> •Ensure that assessments of new pupils are made considering adaptations required, e.g., braille etc <p>When buying resources consider disabilities.</p> <ul style="list-style-type: none"> •PEPS are put in place if required 	<ul style="list-style-type: none"> • Headteacher and SENCo 	<ul style="list-style-type: none"> •Ongoing •Ongoing 	<ul style="list-style-type: none"> •The physical environment is accessible to all

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations • Makaton • PECs (Picture Exchange Communication System) • Large print resources 	<ul style="list-style-type: none"> • Continue to evaluate the range of communication methods used and the needs of the school community e.g. Braille, Induction loops • CPD is delivered as required to ensure that broad range communication methods are used and staff have the appropriate knowledge to use them effectively. 	<p>•Continue to assess communication needs and further adapt delivery of information to all.</p>	<ul style="list-style-type: none"> • All staff •SENCo 	<p>•Ongoing</p>	<p>•A range of communication methods are used effectively meaning that information is accessible for all pupils.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by Local Governance Committee.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy