

# Accessibility Plan

Werrington Primary School



**Approved by:**

Governing Body

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March 2026

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Contextual Information .....	3
4. Action plan.....	4
5. Monitoring arrangements .....	9
6. Links with other policies .....	9

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### 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.

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 and staff.

### 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### **3. Contextual Information**

Our school is a one storey building for the majority but does have two classrooms on the first floor. However, the school is built on several levels which does mean that there are four internal short flights of stairs to access all areas on the ground floor including classrooms and the library.

The main entrance and school office are accessible via a ramp. The school has two disabled toilets and a changing table. There is disabled parking on site. All areas of the school grounds are accessible to wheelchair users. At present we have no wheelchair dependent pupils but we have some parents and pupils with mobility impairments.

## 4. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON(S) RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>▪ Our school offers a mastery curriculum for all pupils</li> <li>▪ We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>▪ Curriculum resources include examples of people with disabilities</li> <li>▪ Curriculum progress is tracked for all pupils, including those with a disability</li> <li>▪ Targets are set effectively and are appropriate for pupils with additional needs</li> <li>▪ Technology is starting to be used to support pupil's engagement and learning</li> <li>▪ The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>▪ Subject leaders monitor and report on progress made by SEND pupils</li> <li>▪ Some professional development available to support staff working with pupils with SEND</li> <li>▪ SEND Governor to monitor with SENDCO</li> </ul>	All pupils can independently access the Werrington curriculum – SEND pupils make good progress across the curriculum from their starting points and have access to all trips/visits	<p>Audit resources &amp; buy/renew where needed</p> <p>Monitor/review curriculum - regular 'pupil voice', observations, etc</p> <p>Subject leaders to track and report on progress of all SEND pupils within their subject area</p> <p>Review target setting &amp; format of 'passports' – involve parents and child more in the process</p> <p>Arrange &amp; deliver training opportunities on SEND Code of Practice for all staff</p> <p>Review effectiveness of technology to support learners – Nessy and Doodle</p> <p>Signpost staff to professional development resources on different disabilities – Creative Education &amp; SENDGateway</p> <p>Staff to engage with NASEN 'Every leader a leader of SEND'</p>	<p>SENDCO</p> <p>Subject leaders</p> <p>Subject Leaders</p> <p>SENDCO</p> <p>SENDCO</p> <p>SENDCO</p> <p>SENDCO</p> <p>SENDCO / Headteacher</p>	Ongoing	<p>All pupils can independently access the Werrington curriculum</p> <p>All SEND pupils make good progress across the curriculum from their starting points</p>

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<p>Improve and maintain access to the physical environment</p>	<p>The environment is partially adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>▪ New ramp installed to main entrance</li> <li>▪ Temporary and permanent Ramps</li> <li>▪ Corridor width</li> <li>▪ Disabled parking bays</li> <li>▪ Disabled toilets and changing facilities</li> <li>▪ Library shelves at wheelchair-accessible height</li> </ul>	<p>All pupils can independently access the physical environment</p>	<p>Continue to monitor/develop disability access across the school</p> <p>Ensure any new works are disability compliant</p> <p>Ensure edges of any steps are painted regularly as required</p> <p>Develop 'sensory areas' across the school</p> <p>Ensure the school staff &amp; governors are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and governors can access areas of school used meetings</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p>	<p>Headteacher</p> <p>Headteacher</p> <p>Site manager</p> <p>Headteacher/ SENDCO</p>	<p>Ongoing</p>	<p>All pupils can independently access the physical environment</p> <p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff &amp; governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school</p> <p>PEEPs are prepared and reviewed as individual needs change</p>

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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"> <li>▪ Internal signage</li> <li>▪ Large print resources</li> <li>▪</li> </ul>	<p>All pupils and parents can independently access information/communication from the school</p> <p>Visually impaired people feel safe in school grounds.</p>	<p>Develop/introduce Braille and Pictorial or symbolic representations as a means of communication</p> <p>Prepare for installation of hearing impaired facilities if/when required</p>	<p>SENCO</p> <p>Headteacher</p> <p>Governors</p>	Ongoing	<p>All pupils and parents can independently access information/communication from the school</p> <p>Visually impaired people feel safe in school grounds.</p> <p>Yellow edges and flashing beacons to be monitored as needed throughout the school year.</p>
Ensure vulnerable pupils have access to quality first teaching through pastoral support	<p>Quality staff CPD ensures that all staff understand importance of quality first teaching for all pupils</p> <p>Pastoral support offer is strong</p>	Needs of vulnerable pupils are met	<ul style="list-style-type: none"> <li>▪ Ensure pastoral support meets and supports the needs of individual (vulnerable) pupils and their families.</li> <li>▪ Ensure this support is tracked to identify impact and therefore accountability for meeting the needs of the pupils to improve outcomes for the pupils.</li> <li>▪ Continue to promote Early Help offer</li> </ul>	<p>SENCO</p> <p>Headteacher</p> <p>Governors</p>	Ongoing	<p>Needs of vulnerable pupils are met and families are supported to ensure their children attend school 96% or above and have greater engagement with school.</p> <p>Support given to vulnerable families in light of impact of COVID-19</p>

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Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Growing offer of trips/experiences available to all pupils – These have been impacted by Covid-19	School trips & residential visits are accessible for all pupils.  All pupils can take part in a range of activities	Ensure there is :  Thorough planning.  Advance visits.  EVOLVE Form and Risk assessments completed and adhered to.	EVC  SENCO  Headteacher	Ongoing	School trips & residential visits are accessible for all pupils.  All pupils can take part in a range of activities
Ensure disabled children can take part equally in lunchtime and after school activities	Training for lunchtime support staff  Appropriate play/games equipment available for lunchtime staff to use	Disabled children feel able to participate equally in out of school activities.	Discuss with staff who run out of school clubs, and people running other clubs after school. 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	Deputy Headteacher	Ongoing	Disabled children feel able to participate equally in out of school activities.
Ensure support staff have specific training on disability issues	Use of Performance Development meetings  CPD questionnaires  Quality CPD sourced & delivered	Staff are confident on working with a range of disability issues	Identify training needs at regular meetings	SENCO  Deputy Headteacher	Ongoing	Raised confidence of support staff

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Ensure outside agency provision supports in providing detailed, accurate actions to meet the needs of pupils with SEND.	<p>SENCO liaises effectively with external agencies</p> <p>Engagement with NASEN project in Staffordshire</p>	Specialist support identifies SEND pupils needs and offers support to staff	<p>Purchase/engage specialist outside agency support</p> <p>Utilise expertise within PET</p>	SENCO	Ongoing	<p>Specialist support identifies SEND pupils needs and offers support to staff.</p> <p>Funding is accessed for pupils in need.</p>



## **5. Monitoring arrangements**

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

It will be approved by the governing body.

## **6. Links with other policies**

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

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