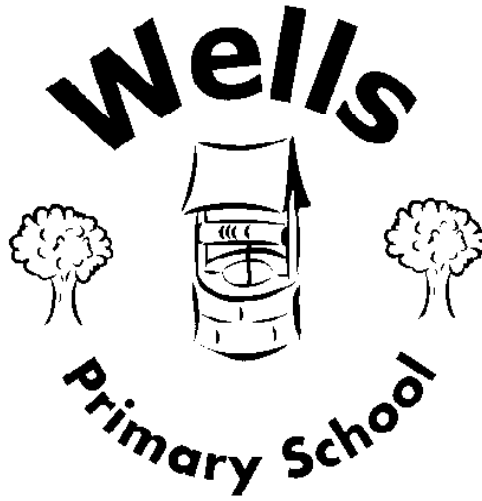


# Accessibility Policy



Signed \_\_\_\_\_  
Chair of Teaching & Learning Committee

<b>Reviewed</b>	<b>June 2023</b>
<b>Next review date</b>	<b>June 2025</b>

## **Introduction**

In 2010, the Equality Act replaced all existing equality legislation including the Disability Discrimination Act to provide a single, consolidated source of discrimination law. It means that schools cannot unlawfully discriminate against pupils because of their sex, race, gender, disability, religion or belief or sexual orientation.

At Wells Primary School we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate all forms of discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.
- make changes to our practice to ensure that, as far as is reasonably possible, a disabled pupil can benefit from what the school has to offer to the same extent that a person without that disability can.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **Definition of Disability**

The Equality Act 2010 states that a person has a disability if:

- a) he or she has a physical or mental impairment;
- b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## **Key Objectives**

- to reduce and eliminate barriers so that children with a disability have full access to the curriculum;
- to enable full participation in the school community for students, prospective students, staff and visitors with a disability.

## **Our Aims**

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- increasing the extent to which disabled students can participate in the school curriculum;

- maintaining the physical environment of the school ( and look for improvements) so that disabled students can continue to take advantage of education and associated services;
- improving the delivery of information to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

### **Action Plan**

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

The future planned action work will be overseen and coordinated by the governors' resources committee, the teaching and learning committee, and by the head teacher.

Evaluation of the progress of the plan will be made by the governing body through an annual report by the relevant sub-committees.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital-related work at Wells Primary School.

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

**Curriculum Access**

Statement	Evidence	Action Required
<p>Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.</p>	<p>INSET records for individual and whole school training; CPD file.</p> <p>Outreach written reports and advice.</p> <p>SENDco regularly reviews training needs of staff, including those who may be working with a child for the first time.</p>	<p>To continue regular SEND staff meetings to ensure latest information is provided to meet individual pupils' needs.</p> <p>To continue to provide and update training for staff working with pupils with specific needs.</p>
<p>Pupils with emotional, social and behavioural difficulties are supported in school.</p>	<p>School has access to outreach services to help support provision.</p> <p>Support staff are allocated to meet the needs of individual children.</p> <p>Children who have been bereaved or who have specific emotional difficulties are provided with support from within school and/or from external agencies.</p> <p>Timetable variations and personalised learning programmes are provided for individual pupils.</p>	<p>Continue to review provision at SEND meetings/pupil progress meetings.</p> <p>Continue to adopt a flexible approach to timetabling for all pupils.</p> <p>Continue to review training needs to ensure that all staff are equipped to teach pupils with emotional difficulties such as attachment disorder.</p> <p>Continue to action support from external agencies where appropriate.</p>
<p>Classrooms are optimally organised for pupils with disabilities.</p>	<p>Staff consider the best arrangement of furniture to improve accessibility and to accommodate necessary equipment.</p> <p>Occupational Health Services are used to provide specialist equipment for pupils.</p>	<p>Consider Year Group classroom changes to best meet the needs of pupils with disabilities.</p>

Lessons provide opportunities for all pupils to achieve. E.g. they are adapted and enable work to be completed by all children. Where appropriate, children are supported by additional adults.	Lesson observation records. Lesson Plans IEPs	Continue to implement personalised learning when appropriate.
All pupils are encouraged to take part in music, drama and physical activities, including those taking place off-site.	Full inclusion, extra-curricular clubs, concerts, performances, trips etc.	Continue to adopt a pro-active inclusive approach.
Staff recognise and plan for the additional time and effort needed by some pupils, e.g. slow writing speed for pupils with dyslexia, extra time needed to move from activity to activity for those with physical disabilities.	All staff aware of children's individual needs and provision is detailed in planning/IEPs  Appropriate access arrangements are made for SATs – readers/scribes/extra time is applied for.	Continue to link with outreach services to assess pupils to support their learning.
IT equipment is provided and fitted with additional software/hardware to allow access for disabled pupils.	Some software installed on school's own resources. Extra resources such as I-pad provided by outreach services if required.	Continue to liaise with outreach services to provide updated software as and when appropriate.
School and residential visits are accessible to all pupils regardless of attainment or impairment, with adjustments where necessary, except in exceptional circumstances where inclusion could put the health and safety of any pupil on the trip at risk of harm.	See Educational Visits policy – consultations with parents as appropriate.  ALL risk assessments include info re pupils with additional needs. H&S policy.	As and when required
All staff have high expectations for all pupils.	Lesson observations, tracking and target setting in place.	Continue to monitor provision for pupils with disabilities.
All staff strive to remove barriers to learning and participation, and to value pupil voice.	Lesson observations, IEP reviews, staff meetings (regular support staff meetings, SMT meetings)	Seek feedback from pupils and parents/carers regarding inclusion and access.

## Physical Access

Statement	Evidence	Action Required
<p>The layout of areas such as classrooms, hall, library, dining hall, reception and playground allows access for all pupils. Pupils who use wheelchairs can access two KS1 classes and most KS2 classes (with the exception of C6) on one level and the toilet for the disabled. The hall, canteen and classes Nursery, R1, R2, and C3 can be accessed by using the ramps.</p>	<p>There are double doors or doors wide enough to accommodate a wheelchair. All Early Years rooms are on one level and the installation of the ramps allows access to these areas. There are ramps leading from the KS1 classes (C2, C1) and to C3 and R1 and R2. KS2 classes are all on one level (C4, C5, C7, C8 and C9). The school hall and canteen is on level access from the main entrance.</p>	<p>Ramps have been installed.</p> <p>Continue to consider the allocation of classes depending on pupils' needs.</p> <p>Disability access to be provided for 19 Barclay Oval.</p>
<p>Special toilet and shower facilities have sufficient room to accommodate a changing bed and toileting chair.</p>	<p>Installation of fully equipped disabled toilet and shower.</p>	
<p>Pathways around school are safe and well signed.</p>	<p>Good signage.</p>	
<p>Emergency and evacuation systems INFORM ALL pupils.</p>	<p>Auditory alarms/visual alarms (SEND room). Hearing impaired/disabled children escorted off premises by designated adult.</p>	
<p>Signs are uncomplicated, and unambiguous.</p>	<p>See signage around school.</p>	<p>New signs required for 19 Barclay Oval.</p>
<p>All areas are well lit</p>	<p>Audited by H&amp;S</p>	
<p>Arrangements made to assist parents/carers with disabilities to assist with collection/drop off arrangements.</p>	<p>Parents/carers given permission to use staff car park where appropriate.</p> <p>Staff take children to gate when parents/carers unable to walk.</p>	
<p>Arrangements made for parent/carers with disabilities when attending class assemblies/performances in the school hall.</p>	<p>Parents/carers given suitable seating (if visually or hearing-impaired or space for wheelchair.</p> <p>Staff ensure that parents/carers are positioned appropriately.</p>	

<p>Steps are taken to reduce background noise for hearing-impaired pupils by considering a room's acoustics, noisy equipment etc.</p>	<p>Staff seat hearing-impaired pupils appropriately.</p> <p>All classes are fully carpeted in the main work/teaching area.</p>	<p>Provide a hearing loop where appropriate.</p>
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**Access to Information**

<b>Statement</b>	<b>Evidence</b>	<b>Action Required</b>
<p>Staff are familiar with technology and practices to assist pupils, parents/ carers with disabilities, e.g. positioning when talking to a hearing-impaired learner, need for simple language and visual prompts for those with learning difficulties.</p>	<p>External advice given by specialists.</p> <p>Lesson observations.</p>	<p>Continue to hold regular staff meetings to discuss pupils' needs and on-going CPD</p>
<p>The school ensures that both in lessons and parents/carers' meetings, information is presented in a user-friendly way, e.g. by reading aloud, using PowerPoint presentations etc.</p> <p>Arrangements made prior to parent meetings to assist parents/carers with disabilities.</p>	<p>IWB used in every class.</p> <p>Sensitivity shown and support given to parents who cannot access written text.</p> <p>Separate report can be requested to be sent if a parent does not live at same address.</p> <p>PowerPoint Presentations used at workshops and parents/carers' meetings.</p> <p>Website updated regularly and regular news letters sent to all parents/carers.</p> <p>Interpreters/signers are provided where possible.</p>	