

Accessibility plan

Wheldrake with Thorganby CE Primary School



Approved by:	Clare Thompson	Date: 9 th June 2022
Last reviewed on:	2019	
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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.

This plan outlines the proposals of the governing board of Wheldrake with Thorganby CE Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed every three years to consider the changing needs of the schools and its pupils, and where the school has undergone a refurbishment. It will be reviewed more frequently if required.

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 of the school.

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. Action plan

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

AIM	CURRENT GOOD PRACTICE Including established practice, and practice under development	OBJECTIVES	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 – the curriculum should not be narrowed but appropriate scaffolds and support should be put in place to enable all learners to access it.</p> <p>Visuals are used to support learning and encourage independent of children with SEND.</p> <p>Bespoke curriculum for a very small number of children where it has been recommended.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</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 make sure it meets the needs of all pupils.</p> <p>Alternative forms of recording available for children who find writing difficult.</p>	<p>Short: Interventions are evaluated effectively. Staff are given time to plan for children with a bespoke curriculum.</p> <p>Medium: Progress of pupils with SEND is as good as that made by pupils and students nationally. Parent and pupil voice is reflected curriculum review. Increase independence of learners with SEND. Build positive relationships between all staff and learners with SEND.</p> <p>Long term: Narrow the attainment gap between pupils with and pupils without SEND.</p>	<p>Invest in provision mapping software to ensure assess, plan, do review cycle is embedded and interventions and support can be effectively evaluated.</p> <p>Empower teachers to evaluate and review interventions and contribute to decisions going forward.</p> <p>Ensure that curriculum resources represent people with disabilities.</p> <p>Timetable meetings between teachers and teaching assistants to support planning.</p> <p>Gather pupil and parent voice.</p> <p>Re-structure staffing to encourage independence.</p> <p>Emotion Coaching training for all.</p> <p>Liaise with SENCOs across SYMAT to share best practice for measuring progress of learners with and without SEND.</p>	<p>SLT. SENDCO. Class teachers.</p>	<p>July 2022</p> <p>2022-2023 – termly reviews</p> <p>December 2022</p> <p>September 2022</p> <p>December 2023</p> <p>September 2022</p> <p>January 2023</p> <p>June 2022</p>	<p>Interventions are enjoyable, cost effective and have evidence to measure their impact.</p> <p>Bespoke curriculums are thoughtfully planned, linked to targets and the responsibility of class teachers.</p> <p>Children with SEND make progress at least in line with national.</p> <p>Parents and pupils feel involved in curriculum planning and have their views represented in curriculum reviews.</p> <p>Children with SEND have the skills to work independently at appropriate times of the day.</p> <p>Emotion coaching principles and adopted and used by all class. Staff and pupil voice reflect an improvement in wellbeing.</p>

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						Progress of all pupils with SEND can be measured accurately.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils and staff as required. This includes:</p> <ul style="list-style-type: none"> › Ramps › Lifts › Handrails › Corridor width › Disabled toilets and changing facilities › Switches and shelves at wheelchair accessible height. › Good housekeeping – salt used if ice, leaves cleared. › Evacuation chair in place. 	<p>All areas of the school building are available to all staff and pupils.</p> <p>The school building can be accessed and exited safely by all staff and pupils.</p>	<p>Improve signage – ensure there is enough signage, ensure that it is at visible height – all directions and information signs.</p> <p>Ensure recommendations of professionals are quickly carried out to support those with impaired vision or hearing.</p> <p>Ensure walkways and exits and maintained clear of obstructions in classrooms.</p> <p>Complete evac chair training.</p> <p>Staff room needs to be made accessible – seek solutions and implement.</p> <p>Mark out yellow grid on car park so disabled exits to not get blocked by parked cars.</p> <p>Ensure half termly premises checks are in place.</p>	SLT SBM	<p>December 2022</p> <p>As applicable</p> <p>June 2022 and half termly checks</p> <p>September 2022</p> <p>June 2023</p> <p>September 2022</p> <p>Half termly</p>	<p>Fire exits are always clear.</p> <p>Accessible entrances and exits are clear.</p> <p>The staff room can be entered by someone using a wheelchair.</p> <p>Staff are confident using the evacuation chair (both those using it and those supporting).</p> <p>Children with visual and hearing impairments can access learning and make progress.</p>
Improve the delivery of information to pupils with a disability	<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 › Resources photocopied onto different colours. 	<p>Classrooms are a calm and well organised learning environment, that do not over stimulate the children.</p> <p>Ensure visuals are in place to support signage.</p>	<p>Ensure braille and induction loops are used if they are advised by professionals.</p> <p>Time and resources given to reduce clutter in classrooms.</p>	SLT	<p>As required</p> <p>June 2022</p>	<p>If required, communication is supported for pupils with visual or hearing impairments.</p> <p>Classrooms are tidy and information is</p>

AIM	CURRENT GOOD PRACTICE Including established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> · Pictorial or symbolic representations · Neutral backgrounds to displays. · Only relevant information displayed in classroom – use of working walls. SEND report, policy and local offer shared on website. SEND initiatives shared on weekly newsletter and website.	<p>To ensure all stakeholders have their views represented.</p> <p>To make the SEND policy and SEND report more simple and concise.</p> <p>To ensure IT to share information is used appropriately for people with disabilities.</p> <p>Ensure that parents know about the local authorities Local Offer and how to access the support available.</p>	<p>Display expectations to be shared and rolled out to all classes – expectation for September 2022.</p> <p>Review SEND policy and SEND report.</p> <p>Investigate how IT to share information can be used for people with disabilities.</p> <p>Gather pupil and parent voice.</p>		<p>September 2022</p> <p>September 2022</p> <p>June 2023</p> <p>December 2023</p>	<p>displayed with supporting visuals.</p> <p>Classroom displays have neutral backing and walls are uncluttered.</p> <p>Parents and children know how the school and the local authority support children with SEND.</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 governing board, the SENCO and the headteacher.

It will be approved by the governing board/committee name/governor name/the headteacher.