

Western Primary School

Accessibility Plan 2024

Review Date: Sept 2025

School Disability & Accessibility

It's against the law for a school or other education provider to treat disabled students unfavourably.

This includes:

- direct discrimination, for example refusing admission to a student or excluding them because of disability
- indirect discrimination, for example only providing application forms in one format that may not be accessible
- discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- harassment, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- victimisation, for example suspending a disabled student because they've complained about harassment

Reasonable Adjustments

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment).

A person has a disability if 'a child has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.' (Equality Act 2010)

This plan has been set out in accordance with advice outlined in the DfES's 'Accessible Schools: Planning to increase access to schools for disabled pupils'. It sets out the proposals of Western Primary School to increase access to education for children who have a disability in three areas:

- Increasing the extent to which children who have a disability can participate in the whole school curriculum.
- Improving the environment of the school to increase the extent to which children who have a disability can take advantage of education and associated services.
- Ensure that the communication system within the school

At Western Primary School, we pride ourselves on being as fully inclusive as we can possibly be. We want all children to enjoy school; to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of all our pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

The action plan is to cover pupils, staff parents and users of the school.

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of children who have a disability, staff, governors and parents, carers	Create access plans for children who have a disability as part of their individual plans where necessary	As required	SENDCO, Teachers and Support Staff	All plans in place for children who have a disability, and all staff are aware of pupils' needs.
Ensure the school staff & governors are aware of any access issues	Ensure staff and governors can access areas of school used meetings Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	Complete Autumn term 2024 Ongoing process	Headteacher & Health & Safety Governor Headteacher & Health & Safety Governor	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.
Ensure everyone has access to reception area	Ensure that nothing is preventing wheelchair access Check the outer door is wide enough for a wheelchair Provision of appropriate seating	Daily check to ensure the area is clear of obstructions Autumn term 2024 Seating in place Sept 2024	Site Supervisor / Health & Safety Committee/ HT H&S Committee/ Headteacher Headteacher H&S Committee	Visitors who have a disability feel welcome. Visitors can sit down if waiting for reception.
Maintain safe access for visually impaired people	Check condition of yellow paint on step edges regularly Check exterior lighting is working on a regular basis Put black/yellow hazard tape on ramp / railings and play equipment to help visually impaired child	Ongoing checks September 2024 & when appropriate	Site Supervisor / Health & Safety Committee SENCO/Site Supervisor	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. Light to be fitted near front door. Child knows where equipment ends

<p>Ensure all pupils, staff and visitors who have a disability can be safely evacuated</p>	<p>Ensure there are personal emergency evacuation plans in place where necessary.</p> <p>Ensure all staff are aware of their responsibilities in evacuation by being aware of personal plans.</p> <p>Ensure that all pupils who use wheelchairs are educated in the downstairs classrooms.</p>	<p>Autumn 2024 Ongoing</p> <p>Autumn Term 2024</p>	<p>SENCO or when necessary</p> <p>Headteacher to remind staff</p> <p>SENCO/Headteacher to remind staff to use a more appropriate classroom if this situation arises</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire.</p> <p>There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled pupils and visitors can be evacuated quickly and easily.</p>
<p>Provide hearing loops or appropriate equipment in classrooms to support pupils with a hearing impairment if necessary</p>	<p>Take advice from local authority on appropriate equipment if this becomes necessary</p>	<p>As required</p>	<p>Headteacher</p>	<p>All children have access to the curriculum</p>
<p>Ensure there are enough fire exits around school that are suitable for people with a disability</p> <p>All staff aware of fire evacuation procedures and ensure all staff are appropriately trained</p>	<p>Ensure staff are aware of need to keep fire exits clear.</p> <p>Rewrite fire evacuation procedures and ensure all staff are appropriately trained</p>	<p>Daily</p> <p>Autumn 2024</p>	<p>All staff/Headteacher</p> <p>Headteacher</p>	<p>All pupils and visitor who have disabilities have safe independent exits from school</p> <p>All aware of evacuation procedures</p>

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings when necessary	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure classroom support staff have specific training on disability issues	Share information with all agencies involved with each child	Autumn 2024 Ongoing	SENCO	All staff are aware of individual's needs
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	Ongoing	EVC / SENCO	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	Review PE curriculum to include access for children with a disability when necessary	Autumn 2024 Ongoing	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Autumn 2024 Ongoing	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure children with a disability can take part equally in lunchtime and after school activities	Support would have to be available – especially after school.	Autumn 2024 Ongoing	SENCO	Children with a disability feel able to participate equally in out of school activities.
Ensure ICT is appropriate for children who have disabilities	Review the accessibility of ICT in the classrooms using iPads	Autumn 2024 Ongoing	ICT Coordinator & SENCO	Ensure adequate availability for I pads & WiFi equipment

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages	Plans for a welcome sign in reception – need to decide which languages to use.	Spring term 2024	Headteacher / SENCO	ALL people feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g braille, other languages if necessary.	Annually	SENCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included.
	Translation Tool to be added to website to allow multi-lingual access	Autumn 2024 Ongoing	SENCO/Headteacher	School website will become accessible to all

Monitoring

Consistency of implementation and impact will be monitored through:

- Governing Body of the Western Primary School
- Monitoring of any visitor related incidents by the Headteacher.

Review

Policy review will be led by Headteacher September 2025