

WORMLEY C of E PRIMARY SCHOOL (VC)

Have Faith, Show Respect, Take Responsibility and Achieve



Accessibility Policy

Policy last reviewed – Summer 2022

Policy next review – Summer 2025

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1. Vision

At Wormley Church of England Primary School we are committed to working together to provide an inclusive and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

2. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this 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. We have included a range of stakeholders in the development of this accessibility plan, including children, staff and governors.

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.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality information and objectives (public sector equality duty) statement for publication
- Health & Safety Policy
- Risk Assessment
- Special Educational Needs and Disabilities Policy/Information Report
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

3. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

4. Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

5. Physical Environment

There are no areas of the school to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible, such as the lunchtime MantaRays Club and Nurture Garden (Oak Tree).

6. Curriculum

Through planning for individual needs, we aim to provide as inclusive an approach as practically possible. Where adaptations are needed, the senco team collaborates with parents, external professionals and teachers to personalise the curriculum within the context of the National Curriculum. Where needed, specialists are employed to support children such as our SEN teacher and highly trained LSA team. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

7. Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

8. Access Audit

All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has a low reception level, being fully accessible to wheelchair users. Whilst we acknowledge that the size of the school site could potentially present challenges when moving between buildings, we make reasonable adjustments as the need arises. The school has limited, dedicated visitor parking, but we do have 2 parking spaces for disabled visitors. There are disabled toilet facilities available in the Reception and in the KS2 part of the building. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

9. Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Current good practice: *Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. 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 regularly reviewed to ensure it meets the needs of all pupils ELKLAN approach, availability of technology to support pupils.*

| Targets | Strategies | Timescales | Responsibilities | Success Criteria |
|--|---|------------|---------------------------------------|---|
| To liaise with pre-school providers to prepare for the new intake of pupils into Foundation each year | Identify pupils who may need adapted or amended provision | May-July | Admissions Lead EYFS Lead SENCo | Pupils needs will be met by adapted/amended provision |
| To liaise with educational establishments to prepare for the intake of new pupils who transfer within year | Identify pupils who may need adapted or amended provision | On-going | Admissions Lead Teachers SENCo | Pupils needs will be met by adapted/amended provision |
| To liaise with secondary schools to prepare for a smooth transition of pupils with disabilities | Identify pupils who may need adapted or amended provision | May-July | Teachers SENCo | Pupils needs will be met by adapted/amended provision |

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| To ensure that as policies are reviewed, they reflect inclusive practice and procedure | When reviewing policy, ensure compliance with the Equalities Act 2010 | On-going | HT Governors | All policies reflect inclusive practice and procedure |
| To establish and maintain close liaison with parents | To promote partnership working and information sharing | On-going | Teachers SENCo/SLT | Collaborative working approaches are fostered through regular meetings, risk assessment reviews, provision reviews and action planning |
| To establish and maintain close liaison with outside agencies for pupils with additional needs | To promote partnership working and information sharing to meet children's needs | On-going | SENCo/SLT | Collaborative working approaches are fostered through regular meetings, risk assessment reviews, provision reviews and action planning |
| To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision | Complete personalised risk assessments and access plans for individual children when needed. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. | On-going | SENCo/SLT | Pupils participate as fully as possible in the wider curriculum. Evidence that appropriate considerations and reasonable adjustments have been made |

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Current good practice: *The environment is adapted to the needs of pupils as required presently: This includes: ramps; adequate corridor width; neutral colour scheme in communal areas; quiet spaces, sensory and safe spaces throughout school; a nurture garden; daily sensory diet; colour overlays/books for sensory impairment; disabled parking bay; sensory toys; disabled toilets and changing facilities; Reception area is at wheelchair-accessible height*

| Targets | Strategies | Timescales | Responsibilities | Success Criteria |
|---|---|------------|------------------|---|
| Improve the physical school environment | The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings. | On-going | SLT/Governors | The environment is accessible and calming as well as appropriately stimulating Evidence, such as governor minutes, demonstrate that appropriate considerations have been made wherever physical school improvements are carried out. |
| Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs | Liaise with external agencies, identifying training needs and implementing training where needed. Create personalised risk assessments and access plans for individual pupils. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. | On-going | SENCo/SLT | Inclusive practice is understood by all stakeholders All pupils feel included. Safe evacuation in an emergency. |

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Current good practice: Our school uses a range of communication methods to ensure information is accessible. This includes: internal/external signage; social media; display boards; telephone messages, Traveller Support Lead; large print resources; colour print resources; Makaton; Communicating In Print; pictorial or symbolic representations; Soundfeld Systems, ELKLAN approach, availability of technology to support pupils

| Targets | Strategies | Timescales | Responsibilities | Success Criteria |
|---|---|------------|-------------------------------------|---|
| To enable improved access to written information for pupils, parents and visitors. | Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing | On-going | Admin Team SENCo/SLT Teachers | Evidence that appropriate considerations and reasonable adjustments have been made |
| Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education | Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible | On-going | Admin Team SLT/SENCo | Families feel included. Evidence, such as governor minutes/examples, that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education. |

10. Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed every 3 years and/or as children's needs change.
- Governors approve the revised Accessibility Plan
- The review and revised plan is then shared with staff.
- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.
- We update our practise regularly to ensure the provision for the children is high quality

Appendix 1: Accessibility audit

| Feature | Description | Actions to take | Person responsible | Date for completion |
|-----------------|--------------------|------------------------|---------------------------|----------------------------|
| Entrance | | | | |
| Corridor access | | | | |
| Parking bays | | | | |
| Reception area | | | | |
| Toilets | | | | |
| Reception area | | | | |
| Signage | | | | |
| Escape routes | | | | |