

# WORMLEY C of E PRIMARY SCHOOL (VC)

Have Faith, Show Respect, Take Responsibility and Achieve



## Accessibility Plan

This policy has been written with our vision in mind that each child should grow in their awareness of themselves and others, maximise their learning potential and with God all things are possible.

**Policy last reviewed – Autumn 2024**

**Policy next review – Autumn 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
- Intimate Care 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 nurture (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. The curriculum is regularly reviewed to ensure it meets the needs of all pupils, ELKLAN approach and availability of technology and low tech (Visual communication) to support pupils.

## **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. Zones of regulation as well as designated areas to self-regulate are available to all pupils around school.



## 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	Named appropriate members of staff to visit identified pupils in the preschool setting to observe and discuss support need to support transition and accessibility in the coming year.
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	Informed discussions and shared information to support the transition from setting to school. Where appropriate visits are arranged and members of staff meet with professionals already involved as well as parents/carers.



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	End of year review meeting where SENCO attends to discuss transitional needs and provisions.
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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 are reviewed against the school schedule and are shared with all members of staff and updated on the website. Appropriate members of staff ensure that the 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. Pupil provision mapping including pupils passports, provisions and learning plans are shared on a regular basis with parents/ carers. Pupils are encouraged to share their personal voice as part of these documents.
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. For pupils who have an EHCP, any external professionals



				involved are invited to attend the annual review.
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 are stored in risk assessment folders, pupil files and/or provision map.

**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
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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	<p>The environment is accessible and calming as well as appropriately stimulating</p> <p>Evidence, such as governor minutes, demonstrate that appropriate considerations have been made wherever physical school improvements are carried out.</p>
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	<p>Liaise with external agencies, identifying training needs and implementing training where needed.</p> <p>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.</p>	On-going	SENCo/SLT	<p>Inclusive practice is understood by all stakeholders</p> <p>All pupils feel included.</p> <p>Safe evacuation in an emergency is scheduled for practice.</p>

### **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; Communicate In Print; pictorial or symbolic representations; Soundfeld Systems, ELKLAN approach, availability of technology to support pupils, for example the SEN information report includes photographs and symbols/picture communication.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
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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 as named above.
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**

<b>Feature</b>	<b>Description</b>	<b>Actions to take</b>	<b>Person responsible</b>	<b>Date for completion</b>
Entrance				
Corridor access				
Parking bays				
Reception area				
Toilets				
Reception area				
Signage				
Escape routes				