

# Accessibility Plan



Webster  
Primary School

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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. We have a long and proud record of inclusive practice and providing equality of opportunity for all.

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, this procedure sets out the process for raising these concerns.

## 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 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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
1. Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</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 ensure it meets the needs of all pupils.</p> <p>Resource Provision pupils are included in mainstream classes when appropriate.</p>	<p>Increase confidence in all staff when differentiating the curriculum for all needs.</p> <p>Improve access to curriculum and support for learning through appropriate computer software where appropriate.</p> <p>All educational visits/after/before school clubs to be accessible to all, including in/outdoor adventure activities.</p> <p>Raise awareness of disability sport</p>	<p>Differentiation inset for Teachers, Teaching Assistants and Lunchtime Organisers.</p> <p>Identification, purchase and installation of software</p> <p>Develop guidance for staff on making trips accessible. Ensure each new venue is evaluated for appropriateness and adapted for inclusivity.</p> <p>Review PE curriculum to include disability sports; e.g. sitting volleyball, and use</p>	<p>SENDCo, HoS</p> <p>SENDCo, SBM, Computeam.</p> <p>Educational Visits Coordinator (by consultation with venue organisers) and Principal</p> <p>PE subject leader</p>	<p>Termly opportunities</p> <p>July 2018</p> <p>July 2018</p> <p>September 2018-July 2019</p>	<p>Raised staff confidence in strategies for differentiation and increased pupil participation.</p> <p>Wider use of SEND resources in classrooms.</p> <p>All pupils in school able to access all educational visits, before/after school clubs and take part in a range of activities.</p> <p>Pupils can demonstrate awareness of disability sports.</p>

		Ensure all new members of staff receive ASC (Autism & Social Communication) training	other methods of raising awareness- share videos, use role models. Audit and complete	Teacher in charge of Resource Provision	July 2018 and ongoing for new starters	All staff members trained to Level 1.
2. Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Playground and paths graded to exterior doors.</li> <li>• Ramp to Rainbow Rooms</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	<p>Improve access into main entrance of school for pupils, staff &amp; visitors with a disability.</p> <p>Improve access through the school building (from KS1 to KS2 sides for pupils, staff &amp; visitors with a disability.</p> <p>Improve access to Nursery classroom for pupils, staff &amp; visitors with a disability.</p>	<p>Build enlarged barrier free main entrance to school at Denmark Road entrance.</p> <p>Build new corridor to link KS1 and KS2, with clear segregation between pupils and school reception/visitors</p> <p>Provide graded access to Nursery door; remove step.</p>	Governing Body & Principal & SBM	<p>October 2018</p> <p>July 2019</p>	<p>Segregation between pupils and visitors achieved.</p> <p>Barrier free access to original building.</p>
3. Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Audit information access needs; pupils and parents.</p> <p>Improve the delivery of written information for the visually impaired.</p>	<p>Newsletter article</p> <p>Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment</p> <p>Adapt other publications e.g.</p>	<p>H Phelan &amp; Family Support Worker.</p> <p>SENDCo</p>	<p>September 2018</p> <p>Dependent on identified needs</p>	All parents receive information in a form that they can access.

		Provide information in a variety of mediums.	newsletter, in an appropriate format.  Where necessary and/or appropriate, provide interpreters e.g. sign language.	SENDCo & Family Support Worker	Dependent on identified needs	
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#### 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Principal.

#### 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Whole School Risk Assessment
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy