



**Policy Review**

This policy will be reviewed by the Governing Body according to the policy cycle review.

The policy was last reviewed and agreed by the Governing Body on.....Jan 2019.....

It is due for review.....Jan 2022.....

Headteacher

Date:- 24.01.2019

A handwritten signature in black ink, appearing to be 'J. R.', written in a cursive style.

Chair of Governors

Date:- 24.01.2019

A handwritten signature in black ink, appearing to be 'Hewins', written in a cursive style.

## Introduction

The Equality Act 2010 was drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.

### 'Protected characteristics'

The Equality Act lists a number of characteristics which must not be used as a reason to treat some people worse than others. These are:

- **age;**
- **disability;**
- **race;**
- **sex;**
- **pregnancy, maternity and breastfeeding;**
- **gender reassignment;**
- **religion or belief;**
- **sexual orientation.**

A person can experience direct discrimination because of a protected characteristic, even if the person does not have the characteristic himself/herself:

- Discrimination because of **perception** takes place where someone is treated worse than others because they have been perceived to have a characteristic.
- Discrimination because of **association** takes place when a person is treated worse than another person because they associate with a person with a protected characteristic.

### Definition of Disability

Disability is defined by the Equality Act 2010 as:

"A person has a disability 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 carry out normal day to day activities."

## Key Objective

To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally as prepared for life as are the able-bodied pupils. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

## Action Plan

Attached are three audits of current provision relating to these three key areas of accessibility, which are highlighted above. Note that these plans also have an action required section with future planned action detailed.

The future planned action work will be overseen and co-ordinated by the governors' premises sub-committee, the curriculum sub-committee, and by the deputy head teacher.

The plan will be made available on request.

Evaluation of the progress of the plan will be made by the governing body through an annual report by the relevant sub-committees.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Westfield Community Primary School.

## AUDIT OF CURRENT PROVISION & ACTION REQUIRED

### Improving access to the physical environment

Statement	Evidence	Action Required/When?
The layout of areas such as classrooms, hall, library, dining hall, reception, playground & field allows access for all pupils. Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs, and steps.	There are double doors or doors wide enough to accommodate a wheelchair. All KS1 classrooms are on one level & the installation of a lift to gain access down steps into hall leads to KS2 classrooms which are all one level. There are ramps leading into school's main entrance, side entrance and exit onto KS2 playground.	N/A
Disabled Toilet facilities have sufficient room to accommodate a hanging bed & toileting chair.	Installation of fully equipped disabled toilet.	N/A
Pathways around school are safe and well signed.	Good signage.	N/A
Parking arrangements for all are logical and safe.	Clearly marked disabled parking bay.	N/A
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. PEEP (Personal Evacuation Emergency Plan) for all pupils with difficulties in place. E.g. Hearing impaired/disabled children escorted off premises by designated adult.	N/A
Lift with tactile buttons help disabled learners to use the building.	Installation of wheelchair lift with large tactile buttons & disabled children are accompanied when using the lift.	N/A
Signs are uncomplicated, and unambiguous.	See signage around school.	N/A
All areas are well lit	Audited by H&S	N/A
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff seat hearing impaired pupils appropriately. All classes are fully carpeted in the main work/teaching area.	Hearing loop to be installed as <i>and when necessary</i> .
Furniture and equipment selected, adjusted and located appropriately, e.g. low level sinks, provision of wheelchair with adjustable height, tray tables fitted to wheelchair, stand, writing slope, wedge support etc.	Appropriate furniture/accessories on loan from Occupational Therapy as appropriate.	Continuous

## Increasing access to the curriculum

Statement	Evidence	Action Required/When?
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	INSET records for individual and whole school training; CPD file. SSR forms & External Agency written reports and advice.	Regular SEN Staff Meetings updating advice re knowledge of learning styles. On-going CPD
Appointment of TA to work closely with physically disabled pupils.	TAs appointed in school.	N/A
Pupils with emotional, social and behavioural difficulties are supported in school.	All staff led by Headteacher are Steps trained and the school behaviour policy focuses on a therapeutic approach to behaviour challenges. Family Support Worker provides pupil support, parenting skills workshops and individual support to parents.	Continuous
Classrooms are optimally organised for disabled pupils	Classroom space is large and the staff considers the best arrangement of furniture to improve accessibility & to accommodate necessary equipment.	Depending on year group, classroom changes to best meet the needs of disabled pupils. <i>As need arises</i>
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TAs	Lesson observation records, work/planning sampling, EHCPs	Continuous
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.	All staff aware of needs & detailed in planning/EHCPs, appropriate applications can be made for SATs – readers/scribes/additional time	Continuous
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport	Specialist equipment – E.g. walker would be available if required.	Continuous
Computing equipment is provided for & has been fitted with additional software/hardware to allow access for SEND pupils.	Clicker. Enlarged keyboard, joystick & switches	Links with Specialist Advisory Support Service to provide updated software <i>as and when appropriate.</i>
School visits are accessible to all pupils, regardless of attainment or impairment.	See Educational Visits policy – consultations with parents as appropriate, ALL risk assessments include info re. Disabled pupils, H&S policy	Coaches for one class must be booked with 3 point seat belts to accommodate car seat for one child.
All staff have high expectations for all pupils	Lesson observations, work/planning sampling & target setting for every pupil in place which is reviewed termly. Pupil performance reports to review individual attainment/progress	Termly  Half-termly
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, work/planning sampling & target setting for every pupil in place which is reviewed termly. Data analysis termly to identify gaps in attainment/progress within groups of pupils in the school and steps to close gaps/remove any barriers to learning are taken. EHCP reviews, daily staff meetings(Regular TA, MSA & SLT meetings)	Continuing CPD

## Improve the delivery of **written information**

Statement	Evidence	Action Required / When?
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties.	External advice given by specialists. Lesson observations.	Staff Meetings and <i>on-going</i> CPD
The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.		<i>As appropriate and when requested.</i>
Parents who speak English as an additional language are able to access information.	Translators to be provided for information sessions/workshops/parent meetings where required	On-going
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g., by reading aloud, using overhead projectors/PowerPoint presentations etc.	IWB used in every class & visualisers used for close up demonstration work (i.e. needle work, sketching etc.) & for enlarging texts. All staff read aloud & for parents who cannot read, information can be read to them. Separate report can be requested to be sent if a parent does not live at same address PowerPoint Presentations used at workshops and parent meetings. Website updated regularly & weekly newsletter sent to all parents.	Continuous