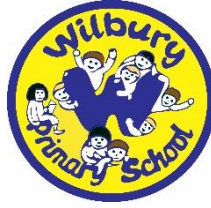


WILBURY PRIMARY SCHOOL



Children at the heart of all we do!

Accessibility plan

Last reviewed on: Sept 2022

Next review due by: Sept 2025

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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.

At Wilbury Primary School we believe inclusion to mean that all pupils have access to the same broad and balanced curriculum, we achieve this through appropriate use of additional resources and by making adjustments to activities where necessary.

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.

If you have any concerns relating to accessibility in school, there is a complaints procedures which 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.

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
Increase access to the curriculum for pupils with a disability	<p>Our school offers a high quality, broad and ambitious curriculum for all pupils.</p> <p>We use resources and ‘scaffolds’ tailored to the needs of pupils who require support to access the curriculum. Our TAs are trained to use a range of strategies.</p> <p>Visual timetables are part of classroom practice</p> <p>Staff are trained to run specific interventions to support pupils to progress across all curriculum areas e.g. Read, Write, Inc, motor skills and so on.</p> <p>Curriculum progress is regularly tracked for all pupils, including those with a disability and any modifications needed will be actioned promptly.</p> <p>Targets are set effectively in Individual Education Plans and are appropriate for pupils with</p>	<p>Curriculum resources include more examples of people with disabilities.</p> <p>Continue to ensure all staff are trained and supported to support children with a wide range of learning needs.</p> <p>Ensure pupils maximise their academic potential.</p>	<p>All Leaders asked to ensure resources purchased reflect all of the school community including those with additional needs or disabilities.</p> <p>On-going training programme</p> <p>SEND working party to ensure quality of IEPs</p>	<p>HT/SLT</p> <p>Inclusion Team/SLT</p> <p>SEND Team</p>	<p>July 2023</p> <p>Termly after IEPs drafted</p>	<p>All resources used and purchased reflect the school community, including those with additional needs or disabilities.</p> <p>All staff are confident and able to include all children in the curriculum being delivered</p>

	<p>additional needs.</p> <p>The curriculum is reviewed and/or adapted to ensure it meets the needs of all pupils.</p> <p>Regular staff training supports all staff to know how to include children with a wide range of needs. Staff are encouraged to be proactive and seek advice when needed.</p> <p>Pupils with medical needs are included in all aspects of the curriculum by ensuring staff are well trained and Risk Assessments well used to mitigate any potential barriers. Specific arrangements will be made wherever possible to ensure pupils with disabilities access educational trips and experiences.</p> <p>Additional opportunities are also arranged annually for SEND pupils e.g. Borough's PE competitions for SEND. Lifts and adaptations are made for class trips when needed.</p> <p>SENCO identifies and orders equipment and resources needed for specific needs.</p> <p>Clubs are held for specific pupils over the academic year.</p>	<p>Ensure targets are appropriate and challenging for individual pupils</p> <p>Ensure pupils can access the full range of educational opportunities available to them</p> <p>Pupils with disabilities benefit from the variety of resources available to address individual needs.</p>	<p>Key staff ensure appropriate documentation is completed and reviewed regularly.</p> <p>Parents/carers involved to jointly plan, advise, and approve all arrangements</p>	<p>Welfare officer and other key staff</p> <p>SENCO/PE coordinator</p> <p>SENCO</p>	<p>On-going</p>	<p>Pupils are included in every aspect of school life.</p> <p>Pupils develop self-confidence and achieve their full potential in school.</p>
Improve and	The environment is adapted to the	Ensure that when areas	Consider best practice	HT/Inclusion	On-going	The school building is

maintain access to the physical environment	<p>needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps to access buildings where and when needed • Disabled parking arrangements to include pupils and parents with disabilities • Disabled toilets, hand rails put up and changing facilities available • Library shelves at wheelchair-accessible height • Evacuation procedures take account for any person with a specific mobility barrier. • Ensure the outside place is kept well maintained and trip hazard free • Lifts are accessible at both ends of the building 	<p>of the school are decorated, the needs of children with visual impairments are considered</p> <p>Ensure the school environment provides a safe and secure environment, which respects the rights of all pupils to access facilities</p>	<p>advice when decorating areas of the school to make them accessible for all.</p> <p>Consider needs of all pupils and adults when completing safety audits</p>	<p>team</p> <p>Site manager and assistant</p> <p>Health and Safety officer</p>	<p>Ongoing</p> <p>Termly audits</p>	<p>increasingly accessible to children and adult with needs</p> <p>Any obstacles or issues identified are addressed quickly and effectively</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Large print resources if required • Coloured paper and over 	Improve accessibility to those with hearing impairment	Consider the use of a hearing loop in the reception areas, during any refurbishment	Inclusion Team	July 2023	The school building is increasingly accessible to children and adult with needs

	<p>lays used when needed</p> <ul style="list-style-type: none"> • Pictorial or symbolic representations • Translation • Developing plans to provide information pictorially and orally • Audit teaching materials, fonts, books and other information in alternative formats • Soundfield system put in place for pupils with Hearing Impairment when needed <p>Staff are training to adapt the delivery of the curriculum to include strategies for learners with SEND e.g. modelling, warm up sessions, movement breaks and so on.</p> <p>Staff are trained and use and implement strategies as suggested by Outside Agencies such as Speech and Language Therapist, Educational psychologist, HI and VI services and so on</p>	<p>For all SEND pupils to be successful and motivated learners who strive to achieve their best</p> <p>Ensure staff are equipped to provide high quality support to all learners, including those with individual needs.</p>	<p>Ensure pupils are able to become independent learners with excellent behaviour for learning</p> <p>On-going CPD</p>	All staff	Ongoing	<p>Pupils can access materials with some measure of independence and success</p> <p>Strategies in place and reviewed</p>
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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 Governing body

5. Links with other policies

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

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

