

Watlington Primary School Accessibility Plan

February 2022

Next due review: February 2025

Signed: _____

Jonathan Gale

Acting Headteacher

Date: February 2022

Signed: _____

Sarah Wood

Chair of Governors

Date: February 2022

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.

Our School Vision

We are a child centered, caring and motivational school.

We support each other in a spirit of openness and inclusivity.

We work with integrity to ensure all children have the skills they need to achieve their ambitions.

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 is part of the Acer Trust, and as such, we adhere to their Policy Statement on Equality and Accessibility, as well as any other related principles and guidance.

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.

Vision and Values

Watlington Primary School is committed to ensuring equal opportunities for any pupil or employee with a disability, to removing barriers to progress, and to making reasonable adjustments to reduce disadvantage.

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.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Success criteria
<p>Ensure access to the curriculum for pupils with a disability</p>	<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 (e.g. Clicker, Splash).</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>To raise staff awareness of the impact of the physical environment on pupils (e.g. sensory impairment, autism, ADHD), in terms of classroom layout, décor, lighting etc.</p>	<p>Classroom layout, décor and lighting to be considered during maintenance programme to support children with accessing teaching and learning opportunities.</p>	<p>Classrooms and other learning spaces will be accessible to all pupils.</p>
<p>Ensure pupils with a disability can access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Shelves / resources at wheelchair-accessible height • Staff trained in how to support children with disabilities and / or long-term health conditions eg diabetes 	<p>To identify staff training needs in order to support children adequately as needs are identified.</p> <p>To ensure the physical environment is organized and adapted in such a way that supports disabled access.</p>	<p>Use of School Nurse team / specialists to ensure all staff are aware of children's specific medical needs.</p> <p>Use of LA / support services e.g. Occupational Therapy / Teacher of Deaf</p>	<p>Children's physical, emotional and medical needs are met.</p> <p>Staff are aware of their responsibilities to ensure access and inclusion for all learners.</p> <p>Staff are trained and confident with how to support children appropriately.</p>

<p>Ensure information is accessible to all pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources if necessary • Staff wear hearing aid receivers / other devices to aid communication • Pictorial or symbolic representations where necessary 	<p>To create alternative ways of communicating as needs are identified.</p>	<p>Staff are aware of the needs of parents and pupils and are able to select appropriate forms of communication.</p> <p>Appropriate media and presentation used for school communications.</p>	<p>To have a wide range of teaching styles and resources available for all areas of the curriculum.</p> <p>Information available for parents in a variety of formats, as appropriate.</p>
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Monitoring arrangements

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

It will be reviewed by the Headteacher and approved by the Chair of Governors.

Links with other policies

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

- Health and Safety policy
- Equality Information and Objectives
- Special Educational Needs and Disabilities (SEND) Information Report and Policy
- Supporting Pupils with Medical Conditions Policy