

Accessibility Plan

St Werburgh's Primary School

Reference No	SWP/xx/xx
Version	
Ratified By	Local Governing Body
Date Ratified	04/04/2022
Date Issued	05/04/2022
Next Review Due	Term 4 2024/25
To be Read by?	
Distributed Via	

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VERSION CONTROL SHEET

Version	Section/ Para	Description of Amendments	Date	Author

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 children can participate in the curriculum
- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled children

Our school aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

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

We have included a range of stakeholders in the development of this accessibility plan.

Current situation: Our school is across 2 sites. It complies with regulations for access for any disabilities including wheelchair access, disabled toilet and laundry facilities.

In addition, the Willow Arts Studio, built onto the main building, had two additional accessible toilets and a shower for people with disabilities. Our policy and practice adheres to The Equality Act 2010.

We continually ensure that there are good lighting and safety arrangements for all visually-impaired children. Each time the classrooms are re-painted, the class teams choosing the colours are made aware of the good practice to choose two appropriately contrasting colours.

Our classrooms provide good acoustic conditions so the effects of hearing impairments are minimised (use of soft furnishings, quiet areas, thinking tables)

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled children. 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. 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 Headteacher and the Local Governing Body.

4. LINKS WITH OTHER POLICIES

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

- CST Anti-Bullying Policy
- CST Special Educational Needs and Disability (SEND) Policy
- CST Policy for children with health needs who cannot attend school
- SWP Health and safety policy
- SWP Equality statement and objectives (public sector equality duty) statement for publication
- SWP Medical conditions policy
- SWP Special Educational Needs (SEN) information report
- SWP Policy for looked after and previously looked after children
- Bristol Accessibility Strategy
- Risk assessment policy
- Teaching and Learning policy

5. ACTION PLAN

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

<u>AIM</u>	<u>CURRENT GOOD PRACTICE</u>	<u>OBJECTIVES</u>	<u>PERSONS RESPONSIBLE</u>	<u>DATE TO COMPLETE ACTIONS BY</u>	<u>SUCCESS CRITERIA</u>
Increase access to the curriculum for children with a disability	Our school offers a differentiated curriculum for all children. High Quality teaching, (Standard Inclusive Practice in Early Years) differentiation and graduated response to needs. We seek advice from relevant service (e.g. Occupational Therapy, Sensory Support Service). We use resources tailored to the needs of children who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all children, including those with a disability. Targets are set effectively and are appropriate for children with additional needs. The curriculum is reviewed to ensure it meets the needs of all children.	Ensure due consideration is given when purchasing new resources to the principles of inclusion and promotion of positive images. There are planned opportunities in the curriculum to challenge and explore children's views and understanding of inclusion and equality within their local community and the wider world Access to alternative methods of communication – such as Makaton and Visual aids	Headteacher SENCO Class Teachers TAs LSAs Curriculum lead	Ongoing	Audit of resources and signs/notices shows all groups including equalities groups are represented positively. All children have equality of opportunity and are valued. Children understand the principles of inclusion and issues surrounding the Prevent duty and can articulate their views and challenge prejudice or unfair behaviours. All children are able to communicate their needs and where appropriate express their opinions.

<u>AIM</u>	<u>CURRENT GOOD PRACTICE</u> Include established practice, and practice under development	<u>OBJECTIVES</u> State short, medium and long-term objectives	<u>PERSONS RESPONSIBLE</u>	<u>DATE TO COMPLETE ACTIONS BY</u>	<u>SUCCESS CRITERIA</u>
	Top Up application is made is additional funding is needed to meet the needs of a pupil with physical or sensory impairment needs.				
Improve and maintain access to the physical environment	The environment is adapted to the needs of children as required. This includes: - Ramps - Lift on Silver Birch Site - Corridor width - Disabled parking bays on Willow Site - Disabled toilets and changing facilities on both sites - Library shelves at wheelchair-accessible height - If speakers are at ground level, acoustics and vision for participants is clear. - We seek advice from relevant services (e.g. Occupational Therapists, Hearing support, Vision support).	School is aware of access needs of children, staff, families and community users. School is aware of medical needs of children and knowledge of support needed. Wheelchair and mobility scooter access to all classrooms Ensure all fire exits and evacuation procedures are accessible. School contacts Education Asset Management Planning Changing facilities are serviced once a year.	SENCO Headteacher Class Teachers Caretaker	Ongoing	All stakeholders and children's access needs are met.

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Improve the delivery of information to children with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Pictorial or symbolic representations Prodigy 10 for children with Visual impairments. Makaton PECS (Picture Exchange Communication System)	Ensure a range of communication methods are being used to support children. Staff training to be able to effectively and confidently use a range of communication methods with children. Identify the children who need to use alternative communication methods.	Headteacher SENCO Class Teachers School Admin Caretaker and school maintenance team	Ongoing	All children are able to access information in a way that support their needs. Staff are confident with using a range of communication methods with the children. All staff are aware of the communication methods to use with children with additional needs.