

West Felton CofE Primary School



Accessibility Plan

Date policy last reviewed: February 2022

Signed by:

Headteacher:

A handwritten signature in black ink, appearing to read 'Shirley', is written over the Headteacher label.

Date: 04/02/22

Chair of governors:

Date:

Contents:

Aim of the Accessibility Plan

1. The Accessibility Audit
2. Planning duty 1: Curriculum
3. Planning duty 2: Physical environment
4. Planning duty 3: Information

Aims of the Accessibility Plan

This plan outlines how West Felton CofE Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Westcliffe governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher, SENCO and other relevant members of staff.
- Governors.

- External partners.

This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Section 1. The Accessibility Audit

The Westcliffe governing body will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Westcliffe governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Section 2: The Curriculum

	Issue	What	Who	When	Outcome	Review
Short	To continue to ensure staff are appropriately trained to meet the needs of all pupils.	Review needs Source appropriate training Book training Arrange cover	HT SENCO Admin Team	½ termly	Staff will understand the needs of the pupils and be able to make adaptations expertly.	March 2023
	Review classroom layout to ensure that classrooms are optimally organised to cater for the needs of those with disabilities.	Environment check	EHT HT	Termly	Classrooms will meet the needs of all learners	March 2023
	To review use of resources to ensure that staff and pupils can fully access the same curriculum as others	All pupils to have access to recommended resources which would improve their accessibility to the curriculum	SENCO	At least termly In addition, as reports are produced	All learners will have resources which improve their accessibility to the curriculum	March 2023
Medium	To ensure school trips consider the needs of all	Ensure all pupils can attend all trips	HT SENCO CT	As necessary	All pupils will benefit from enriching opportunities	March 2023
	To ensure all curriculum policy reflect our aim to ensure access for all	Check that our curriculum policy is truly inclusive to all	HT	Yearly	All pupils can access a broad and balanced curriculum	March 2023
	To regular review intervention programmes	Review intervention programmes	HT SENCO CT	Yearly	Intervention programmes are tailored to bridge gaps or ensure accessibility for all	March 2023
Long	To ensure our curriculum reflects a diverse view of the world, where disabilities are accurately represented	Ensure our curriculum is diverse and accurately representative of all disabilities	HT	2 yearly	All pupils will have an accurate and positive view of potential barriers and/or disabilities	March 2023

Section 3: Physical environment

	Issue	What	Who	When	Outcome	Review
Short	Ensure that our evacuation procedures take accessibility into account.	Practice evacuation procedures	Whole School	½ termly	All pupils, staff and visitors can evacuate the building quickly and safely	March 2023
Medium	Ensure that our 'new build' plan is accessible to all	As the build progresses	PSG Shropshire County	As planning progresses	Our new build is compliant in terms of accessibility	March 2023
Long	To main access routes throughout the school	Check all access routes throughout the school	All staff	Daily	All pupils, staff and visitors can enter and exit the build safely and unhindered	March 2023

Section 4: Information

	Issue	What	Who	When	Outcome	Review
Short	Understand the needs of pupils and staff to ensure information is available in relevant formats e.g. Large print Braille Pictorial or symbolic representations	Ensure information can be accessed by all	All staff	Every time communication is sent	All pupils and staff can access all necessary information	March 2023
Medium	Understand that assessments can be presented in particular formats which may help individuals e.g. SATS accessibility formats	Order assessments in different formats if necessary	HT	Yearly, and as necessary	All pupils have access to statutory tests	Nov 2022
	Ensure signage is suitable for non-readers, is clear and well situated	Check all signage Consider pictorial representations where appropriate	Admin Team	Yearly, and as necessary e.g. when new signage is installed	All pupils, staff and visitors have access to signage	March 2023
Long	Ensure information for parents/ carers to be clear for all	Survey parents regarding information	HT Admin Team	Yearly, September	All parents have access to all necessary information	September 2022

