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Weston Primary School

Accessibility Plan

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| Date plan last reviewed: | September 2023 |

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| Approved by Governing Body: | 7th November 2023 |
| Next review due: | November 2024 |

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**Statement of intent**

This plan outlines how Weston 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 Equality 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 taking into account pupils’ disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board 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 and other relevant members of staff.
* Governors.
* External partners.
1. **Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Human Rights Act 1998
* The Special Educational Needs and Disability Regulations 2014
* Education and Inspections Act 2006
* Equality Act 2010
* Education Act 1996
* Children and Families Act 2014
* The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
* DfE (2014) ‘The Equality Act 2010 and schools’
* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’

This plan operates in conjunction with the following school policies:

* Equality Information and Objectives Policy
* Early Years Policy
* Special Educational Needs and Disabilities (SEND) Policy
* Equality, Equity, Diversity and Inclusion Policy
* Admissions Policy
* Behaviour Policy
* Supporting Pupils with Medical Conditions Policy
* Administering Medication Policy
* Health and Safety Policy
* Data Protection Policy
1. **Roles and responsibilities**

The governing board will be responsible for:

* Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
* Approving this plan before it is implemented.
* Monitoring this plan.

The headteacher will be responsible for:

* Ensuring that staff members are aware of pupils’ disabilities and medical conditions.
* Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
* Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise.
* Working closely with the governing board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.

The SENCO will be responsible for:

* Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
* Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

* Acting in accordance with this plan at all times.
* Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
* Ensuring that their actions do not discriminate against any pupil as a result of their disability.
1. **The Accessibility Audit**

The governing board 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 governing board 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 taking into account pupils’ disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

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# Planning duty 1: Curriculum

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|  | **Issue**  | **What**  | **Who**  | **When** | **Outcome** | **Review** |
| **Short term** | Ensure all subjects accessible for all all learners in every subject. | Audit of the curriculum including lesson visits and pupil voiceInclusive strategies CPD Ensure use of technology is inclusive and provides opportunity for all | Headteacher, teachers, SENCO  | Spring 2024 | Management and teaching staff are aware of the accessibility gaps in the curriculum. Teachers and Management are proactive in ensuring learning is inclusive | Autumn 2024 |
| Ensure staff have the skills to support pupils with SEND. | CPD provided to staff members Training for teachers on differentiating the curriculum Audit of effective use of TAs | Headteacher, external advisors, SENCO | Summer 2024 | Staff members have the skills to support pupils with SEND  | Autumn 2024 |
| **Medium term** | To ensure school trips take into account pupils with SEND. | Needs of pupils with SEND are incorporated into the planning process | Teachers, SENCO  | Spring 2024 | Planning of school trips takes into account pupils with SEND  | Summer 2024 |
| **Long term** | Ensure low level behaviour issues and poor attendance of SEND pupils do not impact on individual progress and limit their attainment.  | Embedding of Behaviour policy including rewards, sanctions and consequences.  | Headteacher, SLT, SENCO  | Autumn 2024 | Pupils with SEND can access lessons without disruption and achieve.Consistent whole school approach that supports transition throughout the school. | Spring 2025 |

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# Planning duty 2: Physical environment

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|  | **Issue**  | **What**  | **Who**  | **When** | **Outcome** | **Review** |
| **Short term** | Ensure the school’s physical environment is accessible  | Audit of physical environment  | Building surveyors, Headteacher | Spring 2024 | School is aware of accessibility barriers to its physical environment and will make a plan to address them | Summer 2024 |
| **Medium term** | Ensure the learning environment of pupils with visual impairments is accessible  | Incorporation of appropriate colour schemes | SBM | Summer 2024 | Learning environment is accessible to pupils with visual impairments  | Autumn 2024 |
| Changing facilities are appropriate and hygienic when leading intimate care | Appropriate changing facilities available in school  | SBM | Summer 2024 | Access to toilets is increased | Autumn 2024 |
| **Long term** | Ensure children with physical disabilities can access school buildings  | Annual AuditAppropriate furniture purchased  | SBM/building contractors | Summer 2024 | School buildings are fully accessible  | Autumn 2024 |

# Planning duty 3: Information

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|  | **Issue**  | **What**  | **Who**  | **When** | **Outcome** | **Review** |
| **Short term** | Ensure school information is accessible | Audit of information and delivery procedures | SENCO, SBM, | Spring 2024 | School is aware of accessibility gaps to its information delivery procedures  | Summer 2024 |
| Ensure written information accessible  | Schools seeks advice from external advisors | SENCO  | Summer 2024 | School is aware of local services for converting written information into alternative formats  | Autumn 2024 |
| **Medium term** | Ensure written information is accessible to pupils with visual impairments  | Provide written information in alternative formats Correct resourse to support children with visual impairmentsIncorporate appropriate colour schemes when refurbishing and install window blinds | SENCO, SBM,  | Spring 2024 | Written information is fully accessible to children with visual impairments  | Summer 2024 |
| **Long term** | Ensure school website is accessible to children with SEND | Audit of website  | SBM | Summer 2024 | Website is fully accessible  | Autumn 2024 |

# Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. Any changes to this plan will be communicated to all staff members and relevant stakeholders.