



**WESTROP PRIMARY
& NURSERY SCHOOL**

Westrop Primary School Accessibility Plan 2018- 2021

Date reviewed	March 2018
Reviewed by	Tara Jeynes
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Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Westrop Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.



Westrop Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. The Schools special educational needs policy outlines the provision that the school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil's development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The school curriculum is regularly reviewed by the Head Teacher to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is the aim of the School to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND



- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

2. Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school- lifts to access the hall and the library area, ramps to access the playground and front door, disabled toileting and changing facilities and low level exit buttons for accessibility. Two disabled parking bays are provided in the staff car park
- adaptations to school policies and procedures- see website
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

3. Reasonable adjustments

The School will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance



- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- readers for pupils with visual impairments.

This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school. It is the responsibility of the head teacher along with the school’s Inclusion Manager and Governors to ensure that the policy is reviewed and updated.

Date of review- September 2021

Accessibility Plan for Westrop Primary School 2018-2021

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community of pupils, and prospective pupils, with a disability.		
Areas	Objective	Provision and responsibility
Educational Visits	Head teachers should make every effort to choose suitable venues to include pupils with SEN	Ongoing- for every educational visit Ensure that appropriate risk assessments are carried out Head teacher
Safeguarding	Provide all staff with Part One of the statutory guidance ‘Keeping Children Safe in Education’, DfE (2015 updated 2016). Update the information of the Safeguarding policy.	Ongoing- as part of regular staff training- 3 times a year Part of induction for all new staff



Information	Staff to be aware of the needs of all pupils within school and the adaptations made to the curriculum	Staff training, correct management of records and paperwork Sharing of information-completed during staff meetings and reviews
Pupils	To liaise with parents and other professionals about new intakes for September and those transferring mid- Year	Inclusion manager to coordinate meetings and visits
Working with parents and Outside agencies	To establish close relationships with parents and outside agencies in supporting the needs of pupils	Ongoing through meetings 3x a year
Accessibility to the curriculum	To ensure accessibility to the curriculum for all pupils	Ongoing- monitoring provision, differentiation and resourcing 3x a year at review meetings or more regularly as appropriate
Attainment of pupils	Review, monitor and evaluate the attainment of pupils with SEND and monitor provision	Ongoing- updated provision maps for pupils

Aim 2: To improve the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services

Approach to School	Remind parents via newsletters to park safely at drop off and collection times	Ongoing- added to newsletters as necessary
External Ramps and Steps	Ensure that the ramps are kept clear of grit and gravel.	Ongoing- responsibility of the caretaker
	Make sure staff and students are aware of the need to offer assistance by holding open doors or carrying materials for people with disabilities who have difficulties at the entrance.	Awareness and discussion during assemblies and training



External ramps and steps	Continue to monitor accessibility and assess adaptations as necessary if a wheelchair user is to be admitted	Ongoing- Inclusion Manager to assess during induction of new pupils
Corridors	Ensure that the corridor floors are kept clear of trip hazards i.e. bags shoes, boots etc.	Ongoing- all staff and pupils
Cloakroom areas	Keep clutter to a minimum to eliminate trip hazards	Ongoing- all staff and pupils
	Make frequent checks on all door closures to reduce noise and adjust when necessary. E.g. Kangaroo Classroom.	Responsibility of the caretaker
Means of Escape	An individual should be delegated to ensure all escape routes are free from obstructions.	Head teacher and caretaker to do regular health and safety walk to ensure that escape routes are clutter free
	Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired.	Ongoing- regular fire drills are scheduled throughout the year
	Train staff to assist in evacuation procedures.	Ongoing- regular fire drills are scheduled throughout the year
	Ensure fire extinguishers are wall mounted, clearly signed and checked annually.	Responsibility of the caretaker
Aim 3: Improve the delivery of information to disabled pupils		
Alternative written formats	Provide written communication in alternative formats as required	Monitor as required and review

