

Accessibility Plan

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| Written by | Mrs S Nicholls |
| Date written | Jan 2021 |
| Date to be reviewed | Jan 2022 |

Context

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured

The Governing Body of Worsthorne Primary School is committed to a fair and equal treatment of all individuals, able bodied or disabled and, on a continuous basis, and will work towards improving access to the physical

Aims

At Worsthorne Primary School we make every effort to ensure all pupils experience all aspects of the curriculum and school life. Our Equality Plan outlines that all pupils are equal and should be accommodated to ensure equal access in every area of school life. In the event of an individual demonstrating restricted access to the curriculum and school experience, the SENCO & Head Teacher will involve relevant professionals. Specialist advice and recommendations are followed as fully as possible. Each child's needs will be considered and the necessary adaptations made. We are committed to providing equality for all pupils, their parents, staff and other users of the school. We hope to achieve these aims by:

- providing safe access throughout the school for all school users
- ensuring that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- providing training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

Key Objective

To reduce and eliminate barriers to accessing the curriculum and to promote full participation in the school community for pupils, prospective pupils, staff and visitors with a disability.

Principles

This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs
- SEND information report
- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

The school recognises its duty:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to take reasonable steps to avoid putting disabled parents, staff or visitors at a substantial disadvantage
- to publish an Accessibility Plan.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to:

Confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adapted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of an inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

Provision

Worsthorne Primary School has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

- a) Delivery of the curriculum; School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance. The school seeks and follows the advice of LA services, such as specialist teachers and advisers, and of appropriate health professionals.
- b) Physical environment; The school will take account of the needs of pupils, parents, staff and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.
- c) Provision of information in other formats; The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Current actions

See appendix 1

Dealing with complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made at the school office to speak to the Head teacher or SENCO, who will be able to advise on formal procedures for complaint. This information can also be found on our school website.

Appendix 1 – Action Plan

Physical Environment

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-----------------|--|---|---|---|
| Car parking | Awareness actions for parents to not park on yellow lines around the school environment to ensure pavements and driveways are accessible for all and safe to use. | <p>SLT are to patrol the area</p> <p>Letters and information are provided to parents including texts</p> <p>Awareness of the local traffic warden to patrol the area</p> <p>Disability space to be marked in the car park</p> | <p>Head teacher</p> <p>SLT</p> | September 2021 |
| Corridor access | Corridors are wide enough for a wheel chair user and for other people to pass. They are free from obstructions. Key facilities are accessible e.g. hall, classrooms, meeting room and changing facilities. | Visitors/school users requiring wheelchair access to be notified before arriving of the need to access some parts of the building via external doors | <p>Head teacher</p> <p>SENCo</p> | Issue to be dealt with as it arises. |
| Entrances | Main school entrance is easy to find and well signposted. The building is accessed via a concrete path and steps. People on either side of the door can be seen. | <p>Quotes for a ramp to be installed by the main entrance to be received</p> <p>Visitors/school users will be notified before arrival.</p> | <p>Head teacher</p> <p>SENCo</p> <p>SLT</p> <p>Bursar</p> | <p>Quotes to be received by Easter 2021.</p> <p>Work to be completed by September 2021.</p> |

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| Toilets | WC is fitted with an accessible door light and wide enough for all users. There is a slip resistant floor and lever style taps are provided to aid those with dexterity impairments. | Site supervisor to check and maintain regularly. Ensure that fittings are distinguishable from background for those with visual impairments. | Site supervisor SENCo | Checked weekly |
| Reception area | School bursar has a clear view of the entrance enabling her to provide assistance when needed. Entrance areas are well illuminated and there is a suitable colour contrast between the flooring and the front for the reception window. The window is not suitable for those in a seated position. | Quotes for a drop level counter to be received | Head teacher SENCo Bursar | Quotes to be received by Summer 2021. Work to be completed Dec 2021 Issue to be dealt with as it arises. |
| Internal signage | The overall layout of the school is clear and logical. Toilet facilities are suitably signed. Signs are located to convey information to all users but the design may not be accessible to those with sight impairments. | Evaluate signage and information displayed around school. Is it suitable for all users? | SENCo | Check and make changes by September 2021 |
| Emergency escape routes | Ground floor exit routes are accessible to all as wheel chair users would use the same door they entered through. Once outside all users are able to access the meeting point. | Exit routes to be checked regularly to ensure they are free from obstacles. Alarm systems checked regularly. | Site Supervisor | Checked weekly |

Curriculum

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|--|--|--|---------------------------|--|
| Ensure support staff have specific training on disability issues. | Identify training needs at regular meetings. | Half-termly meetings will be held with staff to discuss issues that may arise concerning access and to ensure everyone understands their roles and responsibilities. | SENCO/Headteacher. | Ongoing. |
| All staff aware of individual needs. | All school visits and trips need to be accessible to all pupils. | Ensure venues and means of transport are vetted for suitability. | EVC/SENCO | Ongoing |
| Raised confidence of staff. | Ensure all staff, (teaching and nonteaching) are aware of disabled children's curriculum access. | Set up a system of provision map for disabled children when appropriate. Share information with all agencies involved with each child. | SENCO | ongoing |
| All pupils are able to access all school trips and take part in a range of activities. | Review PE curriculum, to ensure PE is accessible to all pupils. | Review PE curriculum, to include disability sports. | SENCO and PE Coordinator | Reviewed annually based on children's needs in school. |
| All pupils have access to PE and | Review curriculum areas and planning to include disability issues. | Include specific reference to disability equality in all curriculum reviews. | SENCO/Headteacher. | ongoing |



Worsthorne Primary School

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| are able to excel. | | Child's T.A. will be there all the time. | | |
| Gradual introduction of disability issues into curriculum areas. | Disabled children feel able to participate equally in and out of school, activities. | Support would have to be available, especially after school as required. Ensure disabled children can take part equally in lunchtime and after school activities. | Headteacher SENCO. | ongoing |

Access to Information

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
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| Inclusive discussion of access to information in all parent/teacher annual meetings. | Staff more aware of preferred methods of communication and parents feel included. | Ask parents about preferred formats for accessing information, eg. Braille and other languages when appropriate | SENCo | ongoing |