

Accessibility Plan

Well Lane Primary School July 2020

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

Well Lane Primary School is committed to providing an environment that enables full curriculum access that values, respects and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

We have included a range of stakeholders in the development of this accessibility plan, including information supplied by the Local Authority, pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum (e.g. auxiliary equipment). Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and reflect the high expectations of staff. The curriculum is reviewed to ensure it meets the needs of all pupils. Reasonable adjustments are made so that after-school clubs, school trips and residential are accessible to all children, including those with disabilities. We gather information about any disability or health condition in early communications with parents and carers of children who are new to school.</p>	<p>To identify pupils new to the school who may need adapted or additional provision</p> <p>To be aware that some barriers to the curriculum are less visible and seek to remove these.</p> <p>To comply with the Equality Act 2010</p>	<p>To liaise with pre-school providers to prepare for the new intake of children into Foundation each year. To liaise with educational establishments to prepare for the intake of new children who transfer within year. To meet with parents/carers to establish a collaborative approach before the child starts. To identify need and supply supportive equipment where appropriate such as writing slopes, touch typing, sensory equipment etc. To review inclusion policies regularly according to guidance.</p>	<p>EYFS lead, SENDCo, SLT, SENDCo, Class Teacher</p> <p>EYFS Lead, SENDCo, CTs/SENDCo</p> <p>Governors/SLT</p>	<p>May-July</p> <p>Ongoing throughout year.</p> <p>July</p> <p>Throughout year</p> <p>Annually</p>	<p>Staff will have sound knowledge of the child, their family and their needs before they start school and reasonable adjustments will have already been made.</p> <p>Supportive equipment will be observed in classrooms; pupils will display strengths in many areas of the curriculum outside of English and Maths. All policies are up to date and reflect current law.</p>
	<p>We ask parents to keep the school informed of any changes to the information they have provided. We consult with other professionals and services when new situations regarding pupils with disabilities are experienced and as ongoing support. Reasonable adjustments are made to support as full an involvement as possible in PE.</p>					

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. Examples of how we adapt/have adapted our environment include: All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby, this being fully accessible to wheelchair users. The building is on one level. Where there are steps, there is a handrail. Teachers arrange classrooms so that there is sufficient space to move around safely and all pupils can access the whiteboard. Corridors are wide and free of excess furniture.</p>	<p>To ensure that a wheelchair user has equal access to the building and can move around it safely. To ensure that all future improvements and refurbishments of the school take account of children with physical and sensory impairments. To ensure that individual pupils' needs have been considered and appropriate adaptations</p>	<p>Ensure there is a documented plan in place for how a wheelchair user can access the parts of the school where there are steps, including the hall, playground, classrooms, toilets, fire safety point. Planning to include inclusive access (ramps etc), lighting and colour schemes, clear signage and accessible facilities and fittings (e.g. at wheelchair height). Create personalised Risk Assessments and Access Plans for individual pupils, where appropriate.</p>	<p>SLT, SENDCo, Site Manager SENDCo, SLT, site manager SENDCo, SLT</p>	<p>By start of school year As and when required.</p>	<p>The building will be fully accessible to wheelchair users (parents or pupils) and they participate fully in school life. Information will be documented on Individual Health Care</p>
	<p>The school does not have any dedicated visitor parking. Visitors to the school use on-street parking, however suitable arrangements for disabled visitors are made when appropriate. Disabled toilets. These are fitted with a handrail and a pull emergency cord. Changing facilities. A single-level playground. Spacious classrooms. Library shelves at wheelchair-accessible height. Cosy Cafe offers a smaller lunchtime environment for children with communication impairments. Internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.</p>	<p>made when making access arrangements.</p>	<p>Ensure that actions, including personal emergency evacuation procedures, are clear and that staff are capable of carrying them out. Liaise with external agencies, identifying training needs and implementing training where needed.</p>		<p>Fire drill practices throughout the year. When a pupil with a disability starts school.</p>	<p>Plans, where appropriate. Staff will be implementing specialist advice. The pupil is safe and fully participates in school life.</p>
<p>Improve the delivery of information to pupils and parents/carers with a disability</p>	<p>Our school adapts communication methods to ensure information is accessible to pupils, staff, parents and carers with disabilities. This includes: Adaptations to handouts. Large print resources. Pictorial or symbolic representations. Interior signage. Pupils with disabilities contribute to Pupil Voice through individual preferred means of communication.</p>	<p>To improve access to written information for parents/carers and visitors.</p>	<p>Communicate with parents/carers on entry about relevant adaptations to school information that they require. All staff to be made aware of parents/carers and visitors who require written information to be adapted.</p>	<p>Office/admin staff/SENCO Office/admin staff/SENCO</p>	<p>Before pupils start school. Every September/ongoing throughout the year.</p>	<p>There will be a section on the initial pupil information forms about adaptation requirements for parents/carers. All parents/carers will be well-informed about the school and are able to fully participate as a result.</p>

4. 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 Governing Board.

5. Links with other policies

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

- Safeguarding Policy
- Special educational needs and Disability (SEND) Policy and information report
- Supporting pupils with medical conditions in school
- Asthma Policy