

Great Wishford Primary School

Accessibility Plan

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Signed by:

Headteacher

Date:

Chair of governors

Date:

Aims of the Accessibility Plan

This plan outlines how Great Wishford 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 taking into account 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 Academy Council 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.
- The Academy Council.
- Acorn Education Trust.

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

The accessibility audit

AET will undertake an annual Accessibility Audit.

1.1. The audit will cover the following three areas:

- **Access to the curriculum** – the SLT 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 SLT 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 SLT will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.2. When conducting the audit, the AET 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

- 1.3. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.4. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.5. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

| | Issue | What | Who | When | Outcome | Review |
|-------------------|---|--|--------------------------------|--|---|---------------------------------------|
| Short term | Teachers setting up and maintaining individual targets on children's SEND passports | CPD for teachers to ensure correct support at classroom level PPM time to review progress and update Passport targets | SENCO SLT Class teachers | More frequent from start of T5 to account for Covid Catch Up targets | Pupils are consistently working to appropriate targets Catch up happening- rapid progress for catch up | Every term in Pupil Progress Meetings |

| | | | | | | |
|--------------------|--|---|--|--|--|---------------------------------------|
| | Correct resourcing to ensure teachers have appropriate 'teaching tools' to meet all individual needs | <p>Audit to find resources to assess need and meet targets</p> <p>Planned Pupil Premium grant spending tailored to meet individual need</p> <p>Purchase and allocate resources as needed</p> <p>Strategic deployment of support staff</p> | HT SENCO | Ongoing-reviewed each term in PPM | <p>Resources in school support individual learning</p> <p>All pupils accessing the school's curriculum offer</p> | Every term in Pupil Progress Meetings |
| Medium term | Monitoring of intervention programs kept frequent | <p>Planned frequent monitoring of intervention programs and teaching</p> <p>CPD for class teachers to ensure understanding of layered support for SEND</p> <p>Support teachers deployed as needed</p> | SENCO Intervention teachers Class teachers | Weekly monitoring of intervention programs | Optimum pupil progress for children needing extra support- interventions adapted at the point of need | Every term in Pupil Progress Meetings |
| Long term | The development and maintenance of the new school curriculum to meet the needs of all learners | School curriculum offer is planned and adapted to offer challenge to all learners and meet different learning needs and styles | HT SLT Class teachers | September 2021 and ongoing | Changing pupil need is met | Termly (and as required) |

Planning duty 2: Physical environment

| Issue | What | Who | When | Outcome | Review |
|---|---|--|----------------------|--|---|
| Access to toilets. | Maintain wheelchair accessible toilets Ensure wheelchair accessible toilets have clinical waste bins | Acorn Site Team Acorn Site Team/Grounds maintenance | In place and ongoing | Children with ambulatory disabilities will be able to access and use the toilets independently. | Termly as part of AET site safety meetings |
| Maintain safe access around exterior Maintain safe access to interior area of building | Ensure that paths are kept clear of vegetation. Awareness of flooring, furniture and layout in planning for disabled pupils. Double doors/wide doors and wide corridors. Clear route through lower school from entrance to hall. | Acorn Site Team Acorn Site Team/Grounds maintenance | In place and ongoing | Children/adults with disabilities can move around exterior pathways and access/exit school. Children/adults with disabilities can move safely around lower areas of the school and access fire exits. | Termly as part of AET site safety meetings and Termly as part of fire evacuation/safety check |
| Maintenance of resources to help the visually impaired. | Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint. Trip hazards identified and addressed. | Acorn Site Team Acorn Site Team/Grounds maintenance | In place and ongoing | Hazards highlighted to increase safety for visually impaired people monitored and maintained. | Termly as part of AET site safety meetings |

Planning duty 3: Information

| Issue | What | Who | When | Outcome | Review |
|---|---|--|--------------------------------|---|--------------------------------|
| Availability of written material in alternative formats | Weekly newsletter emailed to parent/carers Key content published on school website Paper information available as requested Translated documents available where appropriate | Office SLT SENCO Class Teachers | Ongoing and as requested | All parent/carers will be up to date and well informed of school information. Pupils able to access all school documentation | Ongoing |
| Ensure documents are accessible for pupils with visual impairment | Seek and act on advice from sensory support advisor on individual pupil requirements. Ensure large, clear font used in documentation. | SENCO Class Teachers | Ongoing | Pupils able to access school curriculum and extra documented information as required | Ongoing |
| School website accessible to all | Audit of website | SLT | Ongoing and at least bi-termly | Website is fully accessible to all | Ongoing and at least bi-termly |