

# Westbury Park Primary School



## Accessibility Plan 2022-2025

### Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	Term 1 2024/25	RAC	Term 1 2025/26

### Ratification

Role	Date
FGB	

### Details of Policy Updates

Date	Details
September 2022	New plan for 2022 - 2025
October 2022	Minor edits
September 2023	Add Equalities Statement and Core Purpose Statement
September 2023	Updated in green to show actions for 2022-2023
September 2024	Updated Equalities and Core Purpose statements

EQUALITIES STATEMENT:

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. In school protected characteristics shall include: age, race, sex, gender reassignment, disability, religion or belief, pregnancy/parental leaves, sexual orientation but also socio-economic background, CiC/PLAC, PP and SEND. We also recognise that children, families and their communities may have multiple disadvantages.

### **CORE PURPOSE STATEMENT:**

At Westbury Park School we value and respect everyone. As a learning community we challenge, listen and inspire one another, developing confidence to make positive choices in a changing world, so that together we shape our future.

### **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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors of the school.

### **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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

This policy complies with our funding agreement and articles of association

### 1. 3. Action plan

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

Green - 2022-2023 update

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers an ambitious and rigorous curriculum for all pupils, which is differentiated and/or scaffolded for pupils who require additional support</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	<p>Ensure due consideration is given when purchasing new resources to the principles of inclusion and promotion of positive images.</p> <p>There are planned opportunities in the curriculum to challenge and explore children's views and understanding of inclusion and equality within their local community and the wider world.</p> <p>Access to alternative methods of communication –</p>	<p>Head teacher</p> <p>SENDCO</p> <p>Class Teachers</p> <p>TAs</p> <p>LSAs</p> <p>Curriculum team</p>	Ongoing	<p>Audit of resources and signs / notices shows all groups including equalities groups are represented positively.</p> <p>Various displays e.g. dyslexia and self regulation, use of hessian in shared spaces, reduction of wall art to reduce over stimulation.</p> <p>Increased profile of languages and cultures within school through EAL project, assemblies and displays around school. All curriculum resources reviewed by subject leads to ensure they are inclusive and adapted for SEND. All policies now include updated equalities statements</p> <p>All children have equality of opportunity and are valued. Case studies complete - pupil voice part of Learning Plan reviews. Pupil premium passports all tracked regularly and progress tracked for groups of disadvantaged learners and reported to SIC.</p>

	<ul style="list-style-type: none"> <li>• We seek advice from relevant services (e.g. Occupational Therapy, Sensory Support Service).</li> <li>• Top Up application is made is additional funding is needed to meet the needs of a pupil with physical or sensory impairment needs</li> </ul>	<p>such as Makaton and Visual aids</p>		<p>Children understand the principles of inclusion and issues surrounding the Prevent duty and can articulate their views and challenge prejudice or unfair behaviours. All children are able to communicate their needs and where appropriate express their opinions. Launched a whole school approach to self regulation and communicating needs through zones of regulation and Emotion Coaching Coherent and well established PSHE and RSHE curriculum that celebrates difference and teaches tolerance and respect - (recently reviewed)</p> <p>Embed SMART Learning Plans that are shared with stakeholders efficiently through the school assessment tracker . Evidenced through tracked progress and parental engagement. Part of Provision Mapper. Reviewed with SIA and stronger focus on barriers to learning not specific maths/English targets. These have recently moved to INSIGHT tracking to enable us to link assessment and interventions to learning plans.</p> <p>Develop and communicate graduated response to areas of educational need. Complete but</p>
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					need reviewing to ensure they address barriers to learning.
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>● Grab handles</li> <li>● bannisters</li> <li>● Wheelchair ramp access where applicable</li> <li>● Accessible toilets and changing facilities</li> <li>● Library shelves at wheelchair-accessible height</li> </ul>	<p>To increase the provision of facilities in the school</p> <p>To provide accessible toilet and shower changing area.</p> <p>Provide physical aids to make areas accessible e.g. handrails, grab bars, steps</p> <p>School is aware of access needs of children, staff, families and community users.</p> <p>School is aware of medical needs of children and</p>	<p>SENDCO</p> <p>Headteacher</p> <p>Class Teachers</p> <p>Caretaker</p>	<p>Ongoing</p>	<p>All stakeholders and pupils' access needs are met.</p> <p>Accessible toilet complete with showering facility</p> <p>Grab handles and bannisters installed across school</p> <p>Use of training platform to teach epilepsy etc</p> <p>Various changes to improve environment for those that are visually impaired e.g. highlighting and removing trip hazards.</p>
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		<p>knowledge of support needed.</p> <p>Appropriate training undertaken e.g. epilepsy and diabetic</p> <p>Health care plans regularly updated and reviewed</p>			
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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>● Internal signage</li> <li>● Large print resources</li> <li>● Braille (if required)</li> <li>● Pictorial or symbolic representations</li> </ul>	<p>Ensure all information to EAL families is accessible.</p> <p>To ensure we are able to provide opportunities for children who are unable to access online home learning at home and provide appropriate alternative opportunities.</p> <p>Ensure all families are able to access information in accessible formats.</p> <p>Ensure all families are able to access written information.</p>	<p>Headteacher Class Teachers School Admin Caretaker</p>	<p>Ongoing</p>	<p>All children are regularly completing homework and this is supporting their learning.</p> <p>All families are well informed of events and dates for their children.</p> <p>All families are able to read the information that is being sent home</p> <p>Translator added to website</p> <p>Whole school EAL training delivered. Strategies to be implemented.</p> <p>Mail chimp newsletter now more accessible.</p> <p>Year group newsletters published termly</p> <p>parent carer SEND information workshops.</p> <p>Parent support groups through parent Gym</p> <p>Parent wellbeing forum established.</p>
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### 3. 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 body.

### 4. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy