

Warstones Primary School



Accessibility Plan

Approved and adopted 11.10.23
Chair of Governors

A handwritten signature in black ink, appearing to read 'Snow', is written over the text 'Chair of Governors'.



Warstones Primary School

Accessibility Plan

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.

Our Mission Statement is that **'Every Child Matters Every Day'**.

To nurture a love of learning in a happy and caring environment, building a resilience for the future, a knowledge for life and enthusiasm for a positive future. To live with respect and tolerance, to be able to contribute fully to their own community.

The Intent of our Curriculum is, 'To ensure that all of our children are at the centre of a broad and balanced, creative curriculum that includes interesting learning experiences that are enjoyable and relevant for their future social and economic wellbeing. Our inclusive curriculum emphasises the progression of both skills and knowledge that will help to inspire a lifelong love of learning. Our commitment to promoting positive mental health and wellbeing will help drive our curriculum.'

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 would include a range of stakeholders in the development of this accessibility plan, however for this review it is limited due to lockdown restrictions. It will be updated when school returns to normal.

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.

Action Plan

Increased access to the curriculum for all pupils			
Targets	Strategies	Responsibility/Date	Monitoring/Success Criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Develop a wide ranging, inspiring and differentiated curriculum for all pupils: 	All staff input – coordinated by SLT (AP leading). Rolled out in full Sept 2021	INSET and staff meetings used for staff development and subject leader action planning. AP/FF to drive actions to complete curriculum. Completed document in place by 2021 to meet diverse needs of Warstones community.
	<ul style="list-style-type: none"> Lessons address a variety of learning styles and are differentiated appropriately. Children work in a range of ways – class, groups, pairs, individually – independently, 1 to 1, 1 to small group, whole class. 	All staff – ongoing	
	Resources used in class and for home learning are tailored to meet the needs of pupils so they can access the curriculum – by ability, expectation, physical needs, behavioural.	All staff – ongoing (Subject leaders petition AHTs for resources from relevant budgets)	SLT monitoring throughout the year – lessons, book trawls, planning and learning walks.
		Teacher of the Deaf	Daily checks of equipment by CLWs ToD oversee and monitor provision termly.

	<p><i>Including (not exhaustive):</i> <i>Communication Workers and specialist equipment for deaf children with targeted lessons where appropriate</i> <i>Target/reward charts</i> <i>Pencil grips, overlay sheets, fidget toys, seat supports</i> <i>1 to 1, small group work, TA supported (Training available)</i> <i>Digital devices where appropriate (inc home learning)</i></p>	<p>Class teachers SENCO (Annual budget of £500)</p> <p>Class teachers</p> <p>SLT (Capital monies to be used if necessary)</p>	<p>SENCO monitor provision in class termly. Minimum termly IEP reviews.</p> <p>E safety Coordinator monitor usage</p>
	<ul style="list-style-type: none"> • Curriculum resources include examples of people's different abilities and disabilities, gender, culture, ethnicity and colour. <p>Themes and units within our curriculum chosen to meet the diverse needs of our community and the wider needs they will meet in life.</p> <p>Ensure all school visits are accessible to all children irrespective of attainment, disability or impairment:</p>	<p>SLT and Subject Leaders</p> <p>SLT and Subject Leaders (Cornerstone Curriculum)</p> <p>SLT, EVC, ToD ongoing</p>	<p>Subject leaders:</p> <ol style="list-style-type: none"> review annually to ensure curriculum appropriate in the current time, ensure appropriate resources that show the breadth of diversity are accessed. review activities and trips to promote cultural capital and aspiration <p>ToD/Manager of DRB monitor accessibility of curriculum for Deaf Based children – planning pre learning opportunities, appropriate support within lessons.</p>

	Curriculum progress is tracked for all pupils, including those with a disability	SLT termly	
	<ul style="list-style-type: none"> • Targets are set effectively and are appropriate for pupils with additional needs 	SLT, ToD and SENCO termly or more often if targets reset.	
	<ul style="list-style-type: none"> • The curriculum is reviewed to ensure it meets the needs of all pupils 	Governors and SLT	
Improve and maintain access to the physical environment	<p>School building not accessible without adaptations made. The environment is adapted to the needs of pupils as required. This includes:</p> <p>Ramps – permanent access ramps to Reception and KS2 corridor. Temp/movable ramp at KS1 hall door, accessible doors to KS1 corridor</p> <p>Corridors – carpeted to reduce noise level and background noise for Deaf children.</p> <p>Disabled parking bays – two in school car park, also used by school transport for dropping off/collecting Deaf children safely.</p> <p>Disabled toilets in KS2 cloakroom and at School Office. Changing facilities available in TW/Nursery</p> <p>Library shelves at wheelchair-accessible height</p> <p>Footpaths around school kept in good repair and tree root damage minimized.</p> <p>Outside paths kept clear of any slip and trip hazards</p>	<p>HT and F&SB Governors</p> <p>Site Supervisor/ all staff</p>	<p>Review of environment annually by governors and action plan written.</p> <p><i>Back footpath and SNEYS drive repaired inc. tree root damage February 2021</i></p>

<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"> ● Internal signage ● Large print resources/ coloured paper for visual or dyslexic children ● Induction loops, radio mics in classes with children using implants ● Pictorial or symbolic representations – BSL ● All staff have Deaf Awareness training as do pupils at age appropriate level. ● Signing in assemblies/singing and signing practices. 	<p>All staff have an ongoing responsibility to ensure curriculum and information is given in appropriate manner.</p>	<p>SLT /ToD/SENCO maintain constant monitoring.</p>
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Improvements in the provision of information for parents/carers of pupils with additional needs.

Targets	Strategies	Responsibility/Date	Monitoring/Success Criteria
<p>All children with SEND/disability are able to access all aspects of the curriculum appropriately for their needs</p>	<p>SENCO review all SEND needs across school and regularly inform relevant staff of particular amendments needed.</p>	<p>Termly SENCO</p>	<p>HT to monitor E mail and Onedrive folder</p>
	<p>Training for all staff (including lunchtime supervisors) maintained for medical and most common SEND needs. Specialist training where relevant.</p>	<p>Yearly or as needed. SENCO to identify training needed.</p>	<p>Training records on SIMS – Office Manager to update when info passed on.</p>
	<p>SENCO maintain a library/online library of information and resources to support staff and parents covering the different needs of children in the school.</p>	<p>Ongoing SENCO</p>	<p>HT to monitor</p>

	Keep SEND local offer updated.	Sept every year and published on webpage	HT and Gov to monitor
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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.

Links with other policies

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

- Risk assessment policy
- 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

September 2021, Updated Sept 2022, Reviewed Sept 2023

(Full review date by Sept 2024)

FF