



Weston All Saints Primary School



Accessibility Action Plan & Policy

This policy is written with reference to the Christian Foundation of the school.

I can do all these things through Christ who strengthens me – Philippians 4:13

Approved by:

Date: 2024

Last reviewed on:

January 2024

Next review due by:

January 2027

1. Introduction

At WASPS, our aim is to ensure that our school and our learning are accessible to all members of the school community. Our Accessibility Action Plan and Policy sets out how we intend to do this.

2. Aims and Objectives of Policy

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, through our deep-rooted Christian ethos. This involves providing access and opportunities to all pupils without discrimination of any kind. We offer a broad and exciting curriculum with diverse learning experiences in and out of the classroom, to nurture the development, achievements, and attitudes of all of our pupils, regardless of disability.

Our school has around 500 pupils, including children with a range of disabilities, including moderate and specific learning disabilities. We cater for a number of hearing-impaired pupils, some of whom are in class full-time and some of whom use our HIRB. We have a small number of children with mild physical or visual impairments but at present no wheelchair users.

This plan and policy 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.

Our school's Complaints Policy covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this policy sets out the procedure for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan who will be consulted when reviewing the plan. These are the Head Teacher, Deputy Head Teacher, Senior Leadership Team, our SEN and Inclusion Lead/ team, our teachers, TAs, governors, pupils and parents of pupils with disabilities.

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives and Actions <i>(Short, medium and long-term)</i>	Person(s) responsible	Success criteria
Increase access to the curriculum for pupils with a disability	We endeavour to ensure that all educational visits are accessible to all pupils, making individual risk assessments for pupils with disabilities. We aim to make PE lessons accessible to all by considering the needs of individuals. During lockdown, members of staff undertook CPD via Sportsability on practical and inclusive adaptations to games and sports. Policies are regularly reviewed to ensure that they do not exclude or discriminate against disabled staff, pupils or their parents. Regular meetings to discuss EHCPs and LSPs take place in school involving teachers, parents and the inclusion lead, often in consultation with external agencies, to ensure that pupils' needs are regularly reviewed and the most effective support is in place.	Ongoing/long-term: Ensure that staff continue to feel confident in delivering a differentiated and accessible curriculum to all pupils. This will be achieved through regular CPD, and then support putting that training into practice, sharing of internal expertise (SEN team) and support within classrooms from a range of colleagues. Short-term: Ensure the website is accessible to those with visual impairments. Continue to provide large-print, hard copies of any information to visually impaired pupils or parents.	SLT and SEN Team under the guidance of HT/DHT.	Staff will feel empowered to teach all children regardless of any disabilities. Pupils requiring specific support and their parents will feel that their needs have been met and their children are able to access a rich and varied curriculum.
Improve and maintain access to the physical environment	The needs of disabled pupils are shared with all staff, including how to support them both in and out of class. As and when this changes, staff are regularly updated in weekly staff meetings. Our school buildings and grounds are designed with the needs of physically disabled children and adults considered and are single-storey in the most-part. All classrooms, halls, playgrounds and corridors are accessible without stairs either via slopes or lifts. All areas are clearly signed, corridors are wide enough for wheelchair access and all buildings have accessible toilets. All classrooms have direct access to the outdoors (fire escapes) without steps (apart from Y2- single step). Disabled parents and pupils are allowed vehicle access to the site at the beginning and end of the school day.	Ongoing: In the case of a wheelchair dependent pupil joining our school, we will review specific aspects of accessibility such as that child's ability to open doors independently and that work-surfaces in classrooms are at an appropriate height.	The SEN team in consultation with site managers, external agencies supporting the child and the parents. This is overseen by the HT/DHT.	Disabled pupils, parents, visitors and members of staff are able to navigate the buildings with ease and feel welcome to all events and aspects of school life.

	Edges of steps have been painted for visually impaired pupils and handrails are available on all areas with steps.			
Improve the delivery of information to pupils with a disability	Many of our hearing-impaired pupils use hearing aids (with or without cochlear implants) which staff are trained to use effectively. Where appropriate, children are connected to their class teacher (or speaker in assembly etc) by a radio aid. We have the resources to support visually impaired students with slopes, overlays, large print texts etc. We have access to external accessible resources through organisations like the RNIB.	Ongoing/long-term: With the intake of each new pupil requiring specialist support, we will assess their needs, ensure that adults working with them are trained to support them effectively and we will source resources to allow them to access the learning to their full potential. Medium-term: To ensure we have ICT software and hardware to support the needs of children with physical disabilities including visual and hearing impairment.	SEN team and inclusion lead, monitored by HT/DHT.	Staff will feel empowered to teach children regardless of any disabilities. Pupils requiring specific support and their parents will feel that their needs have been met and their children are able to access a rich and varied curriculum.
Encourage the representation of disabled pupils and their rights across the school.	The school runs an Equalities Council which celebrates difference and diversity across the school, aiming to increase the profile of children who may feel marginalised and to create a supportive and respectful Christian environment. Weekly PSHE/ Circle Time sessions take place in every class which also promote tolerance and understanding of others. Anti-bullying is a central part of WASPS' school life. Children receive regular sessions discussing it, we recognise Anti-Bullying Week each year and have a fully inclusive Anti-bullying policy.	Medium-term: Whilst activities like assemblies and sports are accessible to all pupils, ensure that disabled pupils are actively encouraged to take leading roles and are well-represented by their peers and teachers.	LM (teacher who leads Equalities Council) alongside all teaching staff, overseen by HT/DHT.	All pupils will feel confident to support their peers, address issues of inequality and understand how respect is central to practicing Christianity.

This Accessibility Plan is linked to the following policies and documents:

- Risk assessment policy
- Any specific risk assessments for trips or for specific pupils whilst in school.
- Health and Safety policy
- SEN/Inclusion Policy

4. Publication of Information

This policy will be published on the school website.

5. Review of Policy

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the SEN Team, the Board of Governors and the Head Teacher.

Policy version	Author	Approval