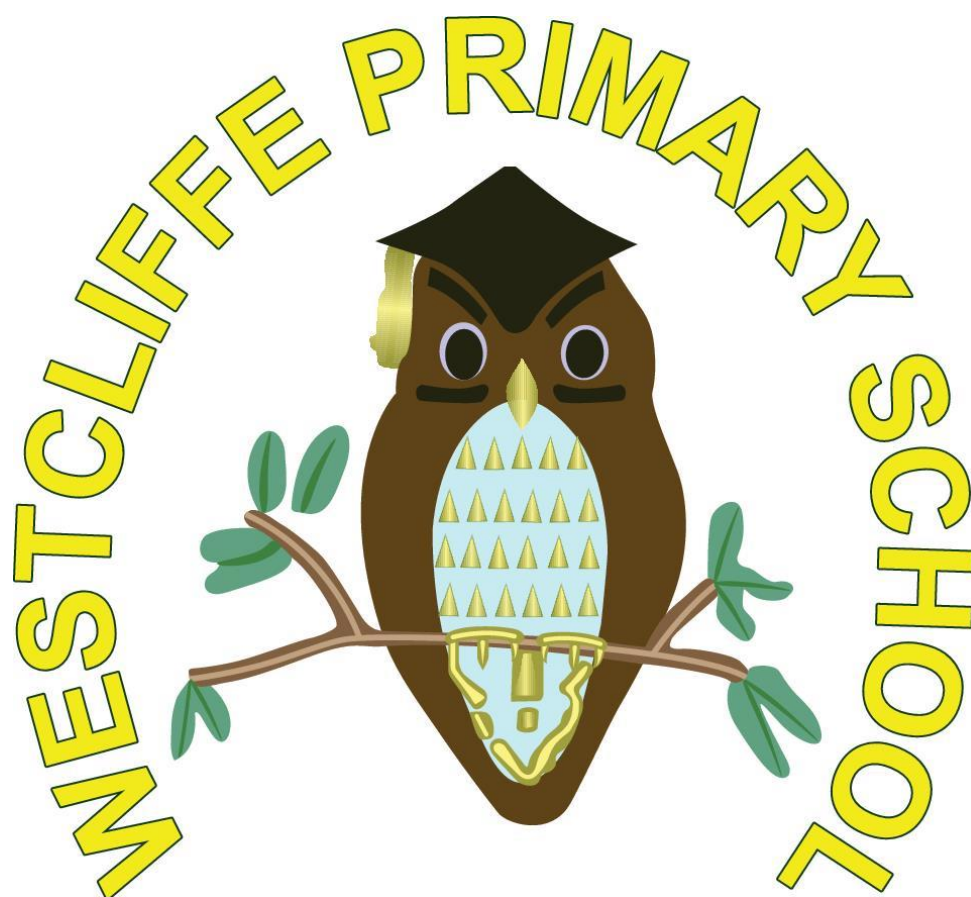


Accessibility Plan



Westcliffe Primary School

Written by:	Robert Prestwood	Date: July 2024
Last reviewed on:	July 2024	
Next review due by:	July 2026	

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 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

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.

This 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.

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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities where necessary. This covers improvements to the physical environment of the school and physical aids to access education
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as able-bodied pupils – failure to do this is a breach of the Disability Discrimination Act, 2010. This includes teaching and learning, and the wider curriculum of the school, including participation in after-school clubs, leisure and cultural activities, and school visits. It also takes into account the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks, and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame when a need is identified

Detailed below is an Access to the Physical Environment Plan relating to these key aspects of accessibility. The plan is drawn up in compliance with current legislation and requirements, as specified in Schedule 10, relating to the Disability Discrimination Act, 2010. The plan will be reviewed and adjusted on an annual basis and new plans drawn up every three years.

We acknowledge the need for on-going training around awareness for staff and governors in the matter of disability discrimination, and the need to actively inform attitudes regarding disability and accessibility.

In performing their duties, governors have to pay regard to the Equality Act 2010. This requires schools to share the accessibility plan with the governors responsible for SEND and Inclusion. The terms of reference for all governors' committees will contain an item on 'having regard to matters relating to Access.' The School's complaints procedure covers the Accessibility Plan.

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher. It will be approved by the governing board.

5. 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
- SEND policy

Access to the Physical Environment Plan – 2024-2026

Aim 1 – To increase access to the curriculum for pupils with a disability				
Current good practice - Our school offers a differentiated curriculum for all pupils. This includes: • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils				
Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all teaching staff in QFT and differentiating the curriculum to meet needs of all learners	Access CPD as identified	On-going and as required	Headteacher SENDCo	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure PE and activity clubs are accessible to all	Gather information on accessible PE and disability sports Adaptions and access arrangements/ specialist equipment to be in place	As required	PE subject leaders SENDCo Class teacher	All to have access to PE and activity clubs
Ensure accessibility of access to all equipment	Alternative equipment in place to ensure full access Liaise with outside agencies as appropriate	On-going and as required	SENDCo Subject leaders Class teacher	Equipment available to meet the needs of children as appropriate
Availability of written materials in alternative formats for children	Modify documents as appropriate for identified pupils	As required	Class teacher	Staff produce their own resources for children in their class

Aim 2 – To improve and maintain access to the physical environment

Current good practice - The environment is adapted to the needs of pupils as required. This includes:

- Ramps
- Elevators
- Electronically-operated doors
- Disabled parking bays
- Disabled toilets and on both lower and upper levels
- Hearing and visually impaired support staff in school

Target	Strategies	Time-scale	Responsibility	Success Criteria
Equality of access to educational visits.	Risk Assessments and pre-visits as appropriate, completed by class teacher with SENDCo advice if required	As required	Headteacher Class teacher	All pupils in school able to access all educational visits and take part in a range of activities as appropriate
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Be aware of staff, governors and parents' access needs and meet as appropriate Consider access needs during recruitment process	As required	Headteacher Governing Body	Healthcare Plan in place for disabled pupils and all staff aware of pupils needs as appropriate School is accessible for all using ramps, lifts etc. where necessary
Layout of school to allow access for all pupils to all areas, including outdoor areas	Consider needs of disabled pupils, when considering any maintenance and redesign Spaces are kept clear	As required	Headteacher Governing Body	Buildings and outside areas are usable by all
Ensure adequate signage and external access for visually impaired people	Appropriate signage Yellow tape for identified visually impaired pupils/staff	On-going	Headteacher Governing Body	Signage meets requirements of Health and Safety Policy

Target	Strategies	Time-scale	Responsibility	Success Criteria
Ensure all disabled users can be safely evacuated	Maintain a system to ensure all staff are aware of their responsibilities Risk assess any identified pupils/staff for evacuation procedures	As required each Sept	Headteacher	All disabled pupils and staff are aware of procedures in the event of an evacuation
Ensure hearing equipment in classrooms to support hearing impaired	Liaise with hearing impaired unit regarding the appropriate equipment	On-going	SENDCo Parents Outside agencies	All children have access to the equipment
Maintain continence facilities	Provide designated changing area and appropriate equipment	As required	Caretaker Class teacher	Continence facilities are maintained

Aim 3 – To improve the delivery of information to pupils with a disability				
Current good practice - Our school uses a range of communication methods to make sure information is accessible, including: • Internal signage • Coloured-tape to highlight potential trip/ bump hazards • Large print resources • Microphones for hearing impaired children • Pictorial or symbolic representations, such as visual timetables, emotions, basic language				
Target	Strategies	Time-scale	Responsibility	Success Criteria
Ensure classroom support staff and additional adults have specific training on disability issues and are all aware of the importance of effective communication	Access CPD if required Meet with parents as required Information sharing with all agencies involved with child	As required	Headteacher	Raised confidence of support staff Parents fully informed All staff aware of individuals' needs
Availability of written materials in alternative formats for parents	Admin aware of services available through local authority Ensure all necessary documentation is available in identified formats and on the school website	As required	Admin	All parents receive information in a form that they can access