

Witton Gilbert Primary School



Accessibility Plan

Plan Agreed	25.01.22 by Behaviour and Safety Committee
Review Due	January 2025
Headteacher	Mrs Paula Nelson
Chair of Governors	Mrs Michelle Harrison

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 is available online on the school website, and paper copies are available upon request.

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 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. Participation and Consultation Process

We have included a range of stakeholders in the development of this accessibility plan, including:

- Headteacher
- Deputy Headteacher
- SENCO
- Parent governor
- School Business Manager

We also consult with other key people to access views (ie parent of a disabled child) on particular issues.

This policy is regularly monitored, evaluated and is reviewed on a 3 year basis in line with LA recommendations.

4. Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of school (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

5. Contextual Information

Witton Gilbert Primary School has been in its current location since the early 1900's and has been added to and changed over time. The physical building, a single-storey structure, has a variety of classrooms positioned along a single corridor, with a separate dining hall, which is used for assemblies, PE activities, breakfast and after-school clubs assembly hall, as well as performances.

Currently, we have no wheelchair dependent pupils or members of staff. However, we do have some mobility impaired parents.

6. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning and, thereby, raising standards, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that we have an inclusive community, in which everyone is valued equally, regardless of gender, race, culture, religion or disability. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when withdrawal of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. Assign CPD for Quality First Teaching, differentiation & recording methods.	Ongoing	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs. Staff access appropriate CPD	Ongoing	SENDCO	Raised confidence in support staff
Ensure all staff working with children with specific needs enable children to access full curriculum	Robust support plans used to ensure needs are met SEND planning monitored ensure inclusion in full curriculum Information sharing with agencies working with the child	As required	SENDCO Class teacher Teachers/ Teaching Assistants working with the child	All appropriate staff aware of individual's needs
Ensure classroom organisation allows access to the curriculum	Establish personalised work areas where required Ensure child can move into any learning area Establish quiet areas for small group work Consider seating arrangements and access to the whiteboard for pupils Resources are tailored to the needs of children who require support to access the curriculum Seek advice from specialist advisory teachers to support pupils' learning needs Provide movement breaks appropriately Additional time may be allowed to complete learning tasks	Ongoing	H/Teacher SENDCO Class teacher Teaching assistants working with the child	Classroom areas are carefully planned to maximise learning Resources are accessible, eg headphones Appropriate learning aids are readily available to support pupil's learning and are well-matched to pupil needs Movement breaks take into account considerable effort expended by some pupils to access the curriculum

Use ICT software to support learning	<p>Make sure appropriate software is installed</p> <p>Ensure availability of a range of appropriate software, ICT aids and adaptations, to support different learning styles</p> <p>Consult Learning Support re ICT access aids</p>	Ongoing	<p>Computing lead</p> <p>IT technician</p> <p>Class teacher</p> <p>Teaching Assistants</p> <p>working with the child</p>	<p>Wider use of SEN resources in classroom</p> <p>IT resources support access to learning</p>
Educational visits to be accessible to all pupils	<p>Develop guidance for staff on making trips accessible</p> <p>Risk assessments produced for individual pupils where appropriate</p> <p>Ensure each new venue is vetted for appropriateness</p>	As required	<p>H/Teacher</p> <p>EVC</p> <p>Class teacher</p>	All pupils in school able to access all educational visits and take part in a wide range of activities
Review PE curriculum to ensure PE is accessible to all	<p>Gather information on accessible PE and disability sports where appropriate</p> <p>Ensure improved access for interschool sports events</p>	As required	PE subject leader	<p>All pupils to have access to PE and opportunities to be able to excel.</p> <p>Any pupil who is unable to engage in particular activities, has alternative methods of developing skills.</p>
Increase access to extra-curricular activities and clubs	<p>Liaise with parents to agree support plan and measures to take if the pupil requires further support</p> <p>Member of staff available to appropriately support the pupil</p>	As required	<p>H/Teacher</p> <p>SENDCO</p> <p>Relevant staff</p>	All pupils have access to the wider curriculum and extra-curricular clubs
Improve the delivery of information to children with a disability	<p>Where needed, use a range of communication methods to ensure information is accessible. This could include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations 	As required	<p>H/Teacher</p> <p>SENDCO</p> <p>Relevant staff</p>	All pupils have equal access to delivery of information

7. Improving access to the physical environment of the school

Access to Main Reception is currently up three steps and there is a stepped access to Infant and Junior entrances. Whilst we do not currently have ramp access to the main building, access can be gained up a shallow step via hall fire doors. Whilst we do not currently have accessible toilet facilities for adults or children, access to main building and toilets using light frame wheelchairs has been identified and used, on a short-term basis, following an inspection from Occupational Health services. Once in the building, all areas (except the indoor/ outdoor area used by Early Years) are on a single level without steps. The indoor/outdoor area used by Early Years is accessed from within the building by steps.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers, visitors	To create access plans for individual pupils with a disability as part of the SEN support process when required Be aware of staff, governors and parents' access needs and meet appropriately Through questions, discussions, newsletters and online questionnaires, find the needs of parents/ carers Liaise with Local Authority to install an accessible toilet	As required Induction and ongoing if required Annually January 2021	SENDCO H/teacher Deputy h/teacher SENDCO H/teacher Deputy h/teacher SENDCO H/teacher	Pupils able to access all areas as required Accessible toilet installed
Ensure layout of school allows access for all pupils to all areas	Seek quotations for an appropriate ramp to enable wheelchair/ pushchair access	January 2023	H/teacher SBM	Ramp ensures access to main hall
Review signage and external access for visually impaired people	Yellow strip mark step edges	Ongoing	Caretaker	Visually impaired people feel safe in school grounds
Ensure all pupils with a disability can be easily evacuated	Establish Personal Emergency Evacuation Plan (PEEP) for all pupils with disabilities that might impair speedy evacuation of the building	As required Termly	H/teacher SENDCO H/teacher	All disabled pupils and staff working alongside have safe egress in the event of a fire

	Ensure all staff are aware of their responsibilities Fire escape routes are checked regularly to ensure suitable for all	Daily	Caretaker	
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8. Improving the delivery of information

This will include making information that is usually provided by school to pupils or parents/ carers accessible to all. The information should take into account disabilities or preferred formats and be made available within a reasonable timeframe.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents to ensure it is accessible.	Consultation action via newsletter/ online parent questionnaire requesting preferred format Establish current level of need for different formats of information	Autumn 2022	H/Teacher D H/teacher Accessibility Working Group	SLT will have identified level of need and be able to respond to changes in range of need for school info. The school will identify agencies and be able to source materials to make specialised provision.
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged clear print for pupils/ adults with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENDCO	Staff produce their own information
Provide information in other languages for pupils or parents who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENDCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large	Ensure website is fully compliant with requirement for access by person with a visual impairment.	Ongoing	Office	All can access information about the school

print for pupils/parents (incl prospective pupils/ parents) who may have difficulty with standard form of printed information.	Ensure Prospectus is available via school website.			
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9. 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 Behaviour and Safety Committee

10. Links with other policies

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

- Health and Safety Policy
- Equality Policy Statement
- Special Educational Needs (SEN) Policy and information report
- Supporting Pupils with Medical Needs Policy