

Aims of the Accessibility Plan

This plan outlines how Westbrook Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the

workplace. The plan will be resourced, implemented, reviewed and revised in

consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

- 1.1. The governing board will undertake a regular Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Access to Curriculum – action plan

Our aim is that pupils with disabilities should, as far as possible, have access to a broad and balanced curriculum, similar to that followed by their peers. Within the VI centre, the adults should work alongside teachers to adapt plans and make resources for the children with VI. This may include braille resources, larger print for books, tactile images or any other resources needed to help them access the curriculum.

As a mainstream Primary School, we cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Curriculum access is considered at the stage of admission, transition within the school or when a disability develops. The Individual Learning Plan (ILP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist teachers, both inside and outside of the school.
- Technological enhancements - induction loops, ICT, applications to aid children with VI.
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular. From the use of the VNC viewer application, children can access information on the whiteboard both in the classroom and during assemblies.

In constructing the school timetable, the school will consider individual needs. Furniture, seating arrangements, braille signage, lightning conditions and the classroom can be altered to facilitate access and learning. The location of specialist equipment is stored within the VI Centre.

In conjunction with the School's SENCO and VI Lead, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with VI and those with specific learning difficulties is carried out as required. There are also assemblies catered to help promote positive attitudes towards children with VI.

Informal Curriculum.

Pupils at Westbrook Primary School have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included:

- Outdoor Education
- Sports
- Music

- Clubs and activities
- Trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Learning Plan. (ILP). The suitability of any event and the need for additional support is discussed fully with parents in advance. Any child with VI will always have a one-to-one adult with them during a school trip or outing.

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Learning aids to be produced	SENCO/VI Lead/LSA`s	Ad hoc	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	In line with current pupils needs
Intervention training for support staff	SENCO/VI Lead		Support staff able to work with increased knowledge and provide appropriate resources for pupils	In line with current needs
Termly learning support meetings to take place to assess and address pupil needs.	SENCO/VI Lead	Via annual EHCP assessment	Pupils needs reviewed and being addressed.	In line with pupils personal plans
Training for teachers on differentiating the curriculum for disabled children as required.	SENCO/VI Lead	Ad hoc	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Yes
Staff trained to meet individual medical needs of pupils where applicable.	Headteacher	Ad hoc	Staff completed training for specific needs.	Epi pen training and diabetes awareness training for relevant staff in line with pupil needs

Access to the Physical Environment – action plan

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Building	Features
Main building	<p>All classrooms have flat entrances and exits. All fire doors and entrances to the school have ramps.</p> <p>There is the provision of disabled toilets throughout the whole school.</p> <p>Corridors are wide enough for wheel chairs to be used.</p> <p>Doors have low fitted handles.</p> <p>There is an elevator.</p>
Nursery/Early Years	<p>Entrance to the building is flat allowing for easy wheel chair access.</p> <p>Classroom entrances have flat floor entrances and wide doors with low handles.</p> <p>Disabled toilets.</p>
Hall	<p>Main entrances are flat allowing for easy wheel chair access.</p> <p>Access to Kitchen Servery is clear and suitable for wheel chair bound and pupils with VI.</p>
Playground	<p>Flat surface from classrooms into the playground.</p> <p>There is a ramp leading into the bigger playground. Available for all pupils. Access is available without the need to use the steps.</p>
Netball Court	<p>Available for all pupils. Double gate that opens to allow wide access.</p>
Sensory Garden	<p>A sensory garden area is being developed.</p>
Entrance Paths	<p>Step free access for all pupils and parents.</p>

Evacuation Procedures

Our fire and evacuation point is on the main playground, which has a ramp access. Fire and other emergency evacuation procedures are displayed prominently in all rooms. Fire drills held twice each term. Fire prevention equipment are tested and serviced regularly. This includes the visual inspection of fire extinguishers, and the testing of the fire alarm system.

These procedures will be adapted and developed to meet the specific needs of our children with VI.

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Ensure each area of the school has wheelchair access.			The environment is adapted to the needs of pupils	Yes
Availability of a disabled access toilet	Headteacher		A disabled access toilet available in each key stage with changing facilities.	Yes

Access to Information – action plan

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate. Large print and some braille format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision. The parents can contact the VI centre if needed.

This plan has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Equal opportunities (including Racial Equality) Policy
- Health & Safety Policy (including procedures for administering medicines)
- Special Educational Needs/ Inclusion Policy
- Discipline Policy
- The Governors Admissions Policy
- The Annual School Prospectus

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations 	SENCO/VI Lead	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	
Ensure signage is suitable for non-readers, is clear and well situated	Headteacher/ SBM/Site manager	Ad Hoc	Pupils are able to navigate the school regardless of any disability	

The school makes itself aware of the services available through the LA for converting written information into alternative formats	Headteacher	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	
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Management of the Plan

- The governing body will be responsible for the strategic direction of the School's Accessibility Plan.
- The Finance Officer will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher, Special Needs Co-ordinator and VI Lead will be responsible day to day implementation of the plan
- Progress of the Plan's Priorities will be reported:
 - to the Full Governing Body at least once per year.
 - on the School website

Parents/ Carers may request a copy of the Accessibility Policy/ Plan from the School Office.

Next review: June 2028