

Accessibility plan

Whimble Primary School



Approved by:

Mrs Carole Shilston

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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.

At Whimple Primary School, we believe that children should receive an education, which enables them the freedom to choose and make decisions about their own future.

Through a curriculum that supports both academic and wider learning, children become confident and independent in the classroom while exploring and understanding their role in the local community.

All of what we do at Whimple relates closely to the five British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of the of different faiths and beliefs.

This is evident though our 6Rs, Responsibility, Respect, Resourcefulness, Reasoning, Resilience and Reflection, which are celebrated through a weekly certificate assembly.

Two key ones linked to this plan are:

Responsibility

- Children are encouraged to deal with things and make good choices.
- They are held accountable for their actions.
- They understand the importance of learning and by knowing their strengths and weaknesses learn what they need to do to improve.
- They are encouraged to plan ahead, help others and work well in a team so becoming reliable and mature citizens.

Respect

- Children are expected to have due regard for the feelings, wishes and rights of others.
- They are encouraged to respect themselves and have a positive attitude.
- They are polite and show good manners by being considerate and helpful towards other people.
- They appreciate and value other people's opinions and beliefs as they realise they are able to learn from other cultures and that it is important to celebrate our differences.

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.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 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

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. Ensure access to resources if have periods of time out from school due to their condition.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>For children with a disability to make progress in line with their peers.</p> <p>To place resources on the Learning Platform for children to access at home (when required)</p> <p>To embed the use of Working walls to support learning and to implement newly purchased resources for literacy and maths such as Numicon, Nessy, reading sets and Clicker Apps.</p> <p>The curriculum is currently being reviewed in relation to meeting the needs of all pupils regardless of class make-up. e.g. year group splits.</p>	<p>Monitor tracking and update termly.</p> <p>Monitor use of working walls across the school and use of support resources. (SIP/Governors)</p> <p>See SIP) Monitored through staff and governors meetings and HT report.</p>	<p>HT/SENDCo/CT</p> <p>HT/SL/GOV</p> <p>SL/HT/GOV</p>	<p>On-going</p> <p>Summer 2018</p> <p>Summer 2018 on wards</p>	<p>For children with a disability to make progress in line with their peers.</p> <p>Children able to access some learning resources at home.</p> <p>Working Walls and resources used daily by children to support learning and increase progress.</p> <p>History, Geography, RE and Science plan in place.</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> • <i>Nosing clearly marked</i> 	<p>Access to be clear and safe for all users.</p>	<p>Display school telephone number on blue gate, in case of issues with access to premises.</p> <p>Premises check carried out for access and safety ie, ramps, steps, surfaces, re-painting nosing etc.</p>	<p>HT/GOV</p>	<p>Termly</p>	<p>Access to be clear and safe for all users.</p>
<p>Improve the delivery of information to pupils/parents (users) with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> • <i>Email</i> • <i>Newsletter</i> 	<p>Information to be clear and accessible to all.</p>	<p>Help offered to those who may require it at the office e.g. completing forms, reading information on forms</p>			

4. 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 head teacher, Mrs Carole Shilston and the Governors.

5. 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