



Accessibility Plan 2020/2021

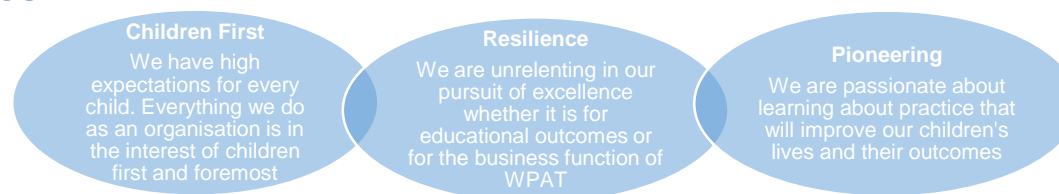


DITTON PRIMARY SCHOOL

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WPAT Core Principles



Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

WPAT and all the staff at its schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

WPAT Core Principles are shown above.

The plan will be made available online on the Trust and schools websites, 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 Trust has prepared this plan and supports its schools in the development and implementation of the plan.

We will also work with any agency to achieve the aims of the plan if it helps us adhere to our Core Principles.

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.

This policy complies with our funding agreement and articles of association.

This Plan is informed by our Accessibility Audit and guided by WPAT Compliance Monitoring procedures.

3. Accessibility Action plan

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

Aims	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
<p>Aim 1. Increased access to the curriculum for pupils with a disability</p> <p>1:1. Raise awareness across WPAT schools.</p> <p>1:2. QA Learning and Teaching</p> <p>1:3 School councils to have input for pupil, voice</p> <p>1:4 Quality assurance of provision.</p>	<p>Our school offers a differentiated curriculum for all pupils</p> <p>Staff CPD is responsive to identified needs after an audit of needs</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to it meets the needs of all pupils.</p>	<p>To identify pupils who may need adapted or additional provision</p> <p>To comply with the Equality Act 2010 To ensure open and honest collaboration and information sharing between school and families.</p> <p>To ensure collaboration between all key personnel and school council.</p> <p>To create personalised risk assessments and access plans for individual children.</p>	<p>Audit of needs of pupils</p> <p>Meetings between parents and SENDCo</p> <p>Regular communication between SENDCo and families and classteacher</p> <p>School Council meetings to keep records of discussions with invited stakeholders</p> <p>Risk assessments and PEPs to be written for identified children</p>	<p>SENDCo</p> <p>SENDCo/Class teachers</p> <p>JP/CH</p> <p>SENDCo</p>	<p>September 20 February 21 June 21</p> <p>Ongoing</p> <p>December 2020 April 2021 June 2021</p> <p>April 2021</p>	<p>Raised staff confidence in strategies for differentiation and increased pupil participation Wider use of SEN resources in classrooms</p> <p>All pupils in school able to access all educational visits and take part in a range of activities</p> <p>All policies clearly reflect inclusive practice and procedure</p> <p>Clear Collaborative working approaches through regular meetings, risk assessment reviews,</p>

	<p>Our school uses an effective range of teaching methods to ensure that the needs of all students are met.</p>	<p>Liaise with external agencies, identifying training needs and implementing training where needed.</p> <p>Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out and training is provided when required.</p> <p>Update training to reflect EEF SEND in Mainstream guidance</p>	<p>Skills and knowledge audit of staff CPD plan using relevant agencies</p> <p>Practices of evacuation and lockdown procedures Training needs identified as part of the review of practices</p> <p>Guidance to be reflected in updated policies</p>	<p>SENDCo</p> <p>JP/AC/AB/SENDCo</p> <p>SENDCo</p>	<p>Ongoing</p> <p>October 2020 March 2021 June2021</p>	<p>provision reviews and action planning</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made</p>
<p>Aim 2. Improve and maintain access to the physical learning environment</p> <p>2:1 School councils and parent groups to have input for pupil / parent voice</p> <p>2:2. Audit / Inspection of the physical learning environment.</p>	<p>The environment is adapted to the needs of pupils as required. Our audit shows that:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Shelves at wheelchair accessible height • Desks, internal doors, wheelchair-accessible height <p>The environment provides appropriate access to the public.</p> <p>Our Audit has highlighted actions to be completed</p>	<p>The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings</p>	<p>Accessibility Audit with Health and Safety consultant</p>	<p>JP/All staff</p>	<p>March 2021</p>	<p>Ease of access for all site users</p> <p>Pupil on a page and provision plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met.</p> <p>Parents have full access to all school activities including after school clubs and PTA events.</p>

<p>2:3 Plan and QA actions for improvement</p>	<ul style="list-style-type: none"> • Repair barrier from parent car park to ensure pathway does not get impeded by cars • 5 mph signage to be placed on staff car park and parent car park to ensure safety of all stakeholders • Disabled bay marking to be made clearer on staff carpark • Fire risk assessment to continue to be reviewed each term and evacuation procedures practised every term 	<p>To allow clear access to school via pathway</p> <p>Movement and access to school is safe</p> <p>Disabled access improved Disabled access improved</p> <p>To create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p>	<p>Company to be contacted for needed part.</p> <p>Repair to take place</p> <p>Signs to ordered and installed</p> <p>Markings renewed</p> <p>Plans created and practised</p>	<p>AB/AC</p> <p>AB</p> <p>AB/AC</p> <p>AB/AC</p> <p>SENDCo/JP</p>	<p>February 2021</p> <p>April 2021</p> <p>April 2021</p> <p>As needed termly practises</p>	<p>Access issues do not influence recruitment and retention issues</p> <p>Disabled parents/carers/ visitors feel welcome</p> <p>Visually impaired people feel safe in school grounds and in school buildings</p> <p>Evidence that appropriate considerations have been made wherever physical school improvements are carried out.</p> <p>All disabled pupils and staff working alongside are safe in the event of a fire</p>
<p>Aim 3.</p> <p>Improve the delivery of information to pupils with a disability</p> <p>3:1 Staff induction and training.</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This could include if a need was identified:</p> <ul style="list-style-type: none"> • Large print resources 	<p>To create and offer information in alternative formats.</p>	<p>Use of SchoolPing to provide electronic version for visually impaired.</p> <p>Large print versions available</p>	<p>AC/SENDco/JP</p>	<p>October 2020</p> <p>February 2021</p> <p>June 2021</p>	<p>All parents receive information in a form that they can access.</p> <p>All parents can understand what the school information is about.</p>

<p>3:2 Working in partnership.</p> <p>3:3 Quality assurance of the delivery of information</p>	<ul style="list-style-type: none"> • Pictorial or symbolic representations(PECS) • Specialist devices as required • Coloured overlays • We provide information and letters in clear print in “simple” English. • School office support and help parents to access information and complete school forms. • Access to translators, sign language interpreters are offered if required 	<p>Access arrangements are considered and put into place for statutory testing</p> <p>To adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible</p>	<p>Review formats in accordance with audit need</p> <p>Access arrangements made in line with ARR arrangements for statutory testing</p> <p>Continually review access requirements for parents</p>	<p>AM/JP/SENDCo</p> <p>SENDCo/AC/JP</p>	<p>March 2021</p> <p>As updates are required based on needs</p>	<p>Excellent communication between pupils, parents and school.</p> <p>On-going appropriate use of resources.</p> <p>Pupils and/or parents feel supported and included.</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made.</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.</p>
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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 board of trustees / Audit / Standards committee and the headteacher of each school.

5. Links with other policies and Procedures

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

- Risk assessment policy
- Health and safety policy

- Equality Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- WPAT Compliance Monitoring.

Feature	Description of Situation now	Actions to be taken to Improve accessibility	Person responsible	Date to complete actions by
Number of floors	Ground floor is accessible Review hall floor	Assessment of hall floor	AB	May 21
Corridor access all areas?	Yes	None	AB	
Lifts and hoists compliance	N/A	N/A	N/A	N/A
Parking bays access and clear markings for designation.	Disabled spaces available in car park Spaces available close to main entrance when requested	Remark the disabled markings to make clearer	AB/AC	April 2021
Entrances	Clear and appropriate width	None	AB/JP	
Ramps				
Toilets gender and disability	Girls and Boys toilets Male and female toilets Accessible toilet with clear access	None	AB	
Reception area access and information	Clear, accessible and safe	Update and review regularly	AB/AC	
Internal signage – compulsory display	HSE information displayed in staff room, entrance and	Update and review regularly	AB/AC	Review termly

Emergency escape routes and Safe areas.	Clear, accessible and safe Daily checks carried out	Recommendations on Fire risk assessment are being completed - all are non-urgent (October 2020)	AB/JP/AC	October 2021
Staircase access	N/A	N/A	N/A	N/A
Evac chairs in place?	None	Address when needed	JP/AC	
Emergency Lighting	Functioning	Continue with monthly checks	AB/PF/JP	Ongoing
Evacuation Procedures in place and staff aware.	Yes displayed in each classroom signage directs exit routes termly fire drills, annual evacuation and lock down drill	Continue with regular drills Put procedures in frames to ensure that they are prominent	AC/JP	May 2021
Fire doors. Fire risk assessment. Alarm test schedules - see Compliance list	All up to date and comply with government standards	Continue to complete monthly checks	AC/AB/JP	Ongoing
Classroom access and equipment available for all abilities?	Class teachers and SENDCO ensure all necessary equipment is in place Classroom access monitored	SENDCO to complete an audit to review equipment termly	RK/DP/GO	October 2020 April 2021 July 2021
Playground and play / gymnasium equipment.	Gymnasium equipment safety check as part of caretaker duties log/checklist All play equipment checked as part of maintenance	Any actions identified to be resolved as required	RA/AB/OM/JP	Maintenance Schedule

	schedule and annually by Play Inspection Company Ltd.			
Risk assessment procedures and records	Audit by Adele Partridge as part of health and safety schedule	All risk assessments to be reviewed following a change in circumstance or at least yearly.	AC/AB/JP	March 2021 Annually
Special Transport Arrangements	N/A	N/A	N/A	N/A
Media and resources for visual and hearing impaired in place?	N/A	N/A	N/A	N/A
First aid provision	Poster highlighting First Aiders throughout school, procedures in staff handbook. J Allen half termly check All staff M Darlington	First Aid Lead in school to check items in date All staff to be defibrillator trained yearly Training schedule for first aid to be monitored and new training booked as required	MK/AC	Checked half termly April 2021
Mobile buildings.	N/A	N/A	N/A	N/A

This Audit Document informs our Accessibility Plan and is guided by WPAT Compliance Monitoring

**Appendix 1: Accessibility audit WPAT- School Name Date of Audit
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