



Western Road Community Primary School

Accessibility Plan

Adopted: December 2019

To be reviewed: September 2022

1. Aims and Objectives
2. Access Audit
3. Management, co-ordination and implementation
4. Action Plan

1. Aims and Objectives

The Equality Act 2010 requires that all schools have an Accessibility Plan as part of equality legislation. According to the Equality Act 2010 a person has a disability if:

- (a) He /she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

The aim of the Accessibility Plan is to:

- Improve access to the curriculum
- Improve access to information
- Improve access to the physical environment

Western Road Primary School is committed to providing an environment that enables full curriculum access and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

2. Access Audit

Western Road Primary School consists of a two story building housing EYFS, KS1 and KS2. The school has wide corridors and several access points from outside. KS1 areas, the library and the hall are all situated on the ground floor and are accessible to all.

On-site parking for staff and **visitors to the school** includes one dedicated disabled parking bay. There is a ramp to the main and rear entrance of the school which both have wide doors. The main entrance to the building is on a camera buzzer system with a low office hatch, fully accessible to wheelchair users.

3. Management co-ordination and implementation

Western Road Primary school's accessibility plan has been developed and drawn up based upon consultation with staff, governors pupils and parents. The document will be used to advise other school planning documents and policies and will be reported on annually to governors in respect of progress and outcomes.

The Accessibility Plan will be published on the school website.

The school will ensure the ongoing development of staff awareness and understanding of access issues through training and consultation.

Currently, we have no children who are visually impaired, have physical disabilities or are hearing impaired. However, where any alterations are made to the school accommodation, we will plan for such an eventuality, for example by moving classes according to the needs of the children.

Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	1. School is aware of the access needs of disabled children.	a) Create access plans for individual disabled children as part of IEP process	Ongoing	SENCO	Individual plans will be put in place for all disabled pupils when necessary and all staff would be made aware of all pupils' access needs.
	2. School staff are better aware of access and egress issues.	a) Provide information and training on disability equality for all staff when required.	As needed	Headteacher/Governors	Raised confidence of staff and governors in commitment to meet access and egress needs.
	3. All building work has considered East Sussex Accessibility guidance.	a) Share East Sussex accessibility toolkit with relevant personnel and contractors.	Ongoing	Headteacher/Governors/ Caretaker	On-going improvements in access to all areas when undertaking routine and maintenance works.
	4. Improve signage and external access and egress for visually impaired people	a) Replace external light bulbs immediately when 'blown' b) Paint yellow stripes on edge of all external steps	Ongoing Ongoing	Caretaker Caretaker	Visually impaired people feel safe in the grounds. Access and egress around the site easier for all.
	6. Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children b) Develop a system to ensure all staff are aware of their responsibilities	To be done as needed	SENCO	All disabled children and staff working with them are safe and confident in event of fire.

Medium term	1. Improve access and egress over threshold at Main Entrance to make it more accessible.	a) Have immediate access to threshold rubber ramp.	Ongoing	Caretaker/Bursar/Head teacher	To enable better access and egress for wheelchair users at main entrance.
	2. Improve Community Links	School to continue to have strong links with other schools in the area and with the wider community.	Ongoing	Whole School	Improved awareness of disabilities/the wider community and the world and their needs. Improved community cohesion
Long term	1. Secure funding for a lift to upper floors and alternative escape route	a) Seek funding from the Capital Strategy Team at County Hall. Any possible money will not be used to fund work that should Cost less than 5k at any other primary School. Such works can be funded through the school's devolved formula capital.	To be agreed	Headteacher/Governing Body	Access and egress to upper floors for all.
	2. Widen the path from the car park to the school	Secure funding	To be agreed	Headteacher/Governing Body/Southover School	Better access to the school

Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short Term	1. Ensure staff are planning adequately for the needs of every learner	a) Planning scrutinies b) Planning for differentiated activities	Current and ongoing	SLT	All Lessons judges as Good or above.
	2. Ensure TAs are appropriately trained.	a) Ensure that all eligible TA's undertake the induction course. b) arrange appropriate training in SEN software and resources such as Blitz	Ongoing built into budget each year	Head teacher/SENCO	TAs are trained and have confidence. Wider use of SEND resources in mainstream classes.
	3. Ensure school has resources for children with dyslexia.	a) Purchase and source and suitable resources.	Ongoing as needed	SENCO	All children are able to access the curriculum at their level. A range of learning styles is included in planning.
	5.Regular parental structured conversations to be facilitated	a) Identify children who meet this criteria b) Regular updates of Pupil Passports to show progress	Ongoing	SENCO/TAs/Head teacher	Improved communication and understanding Raising of parental aspiration
Medium Term	1. Ensure all school trips and camps are accessible to all and any risk assessments for individuals are completed and shared with parents	a) Develop guidance for staff on making trips accessible	Ongoing	Teacher/teaching Assistants	All children in school able to access all school trips and take part in range of activities.

	2. Review PE Curriculum to make PE accessible to all	<p>a) Gather information in accessible PE and Disability Sports</p> <p>b) Invite disabled sports people in for particular sessions</p> <p>c) Review PE curriculum to include disability sports</p>	As needed	PE Coordinator	All children able to access PE and disabled children more able to excel in sports.
	3. Review all curriculum areas to include disability issues	<p>a) Include specific reference to disability equality in all curriculum reviews</p> <p>b) Develop PSHE and Citizenship curriculum to address disability equality issues</p> <p>c) Assemble resource box of disability equality for staff room (primary)</p> <p>d) Have section on disability equality and curriculum access planning sheets</p>	As needed	<p>Headteacher/Subject leaders</p> <p>PSHE and Citizenship Co-ordinator</p> <p>PSHE and Citizenship Co-ordinator</p> <p>Headteacher/Subject leaders</p>	Gradual introduction of disability issues into all curriculum areas.
Long Term	1. Ensure all staff have undertaken disability and equality training	a) Organise training for all staff	2019 - 20	SENCO to organize and invite Governors to attend	All staff work from a disability equality perspective.

Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
Short Term	1. Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school	As needed	Headteacher	All parents getting information in format that they can access e.g. text, email, written.
Medium Term	1. Ensure prospectus is accessible to all	a) Ensure that it is written in plain English and that it explicitly welcomes those with SEND	Reviewed annually	Headteacher/ Governor/SENCO.	Parents/carers feel confident in the information they have about the school.
	2. Ensure the website is accessible to all	a) Web-site learning Platform should be easy to navigate and information up to date	Reviewed constantly	Headteacher/Governors	Parents/carers feel confident in the information they have about the school.