

Accessibility plan

Winford Primary School



Approved by:	Nik Gardner	Date: June 2021
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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.

Winford CE Primary School is a mainstream, inclusive school, and we welcome, value and respect the achievements of all children.

*Our vision is **Winford School – together we flourish**, and this means for ALL children.*

SEND (Special Educational Needs and Disability) covers a range of different needs, including learning, speech and language, communication, social, emotional, mental health, motor skills, sensory and physical. Some children may have one specific difficulty or disability, a combination of more than one, or a range of needs. These difficulties can make it more of a challenge for them to learn than other children of the same age.

*At **Winford** we recognise that there are a number of pupils for whom specialist intervention and support may be required.*

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.

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. Action plan

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

Access to Buildings and Classrooms

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

Building / Area	Features
Downstairs Classrooms (Reception, Year 1, Year 2)	All classrooms have either flat or ramped entrances. There is the provision of 2 disabled toilets – one by the main reception area and one between Y1/2 Corridors are wide enough for wheel chairs to be used.
Upstairs Classrooms (Years 3-6)	Y3/4 classrooms have access via the stair tower. Y5/6 classrooms have access via the outside staircase. There is lift access to all the upstairs classrooms from the library area. There is the provision of 2 disabled toilets – one between Y3/4 and one between Y5/6 Corridors are wide enough for wheel chairs to be used.
Hall	Access is flat and double doors are wide.
Playgrounds	There is ramped access to the MUGA.
Field	This area is available for all pupils and can be accessed without using steps.
Conservation Area	This area can be accessed without using steps.
Parking	There is a disabled parking bay at the front of the school.

AIM 1 ACCESS TO PHYSICAL ENVIRONMENT	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. (SEE TABLE ABOVE) At Winford this includes <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled toilets • Disabled parking bay 	<i>To reduce the amount of trip hazards</i>		<i>Headteacher / Business Manager</i>		<i>Visitors, children, staff have a safer surface to walk on.</i>

AIM 2 ACCESS TO CURRICULUM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>The schools are able to support pupils with a range of difficulties – including hearing and sight impairment, physical disability and/or learning difficulties.</p> <p>The curriculum is differentiated and modified to meet the needs of all pupils.</p> <p>Teaching materials are adapted and resources are tailored to the needs of pupils who require support to access the curriculum.</p> <p>Advice is sought from the appropriate national and local agencies, health professionals and/or specialist teachers (external)</p> <p>The Schools' ICT networks provide access to pupils in all locations</p> <p>Pupils are able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This includes :</p> <ul style="list-style-type: none"> • Outdoor Education • Sports • Music • Clubs and activities • Excursions and trips 	<p><i>To provide training for teachers and TAs on supporting children with different needs</i></p>	<p><i>Prioritise needs of current children</i></p> <p><i>Use of alternative resources – such as ICT, wobble cushions, fiddle objects, movement breaks</i></p>	<p>SLT / SENCo</p>	<p>Ongoing</p>	<p><i>All teachers and TAs are able to more fully meet different needs in the delivery of the curriculum</i></p> <p><i>All pupils are able to access the curriculum in accordance with their learning style</i></p>
		<p><i>To ensure all pupils can see the teaching and learning resources.</i></p>	<p><i>Ensure interactive whiteboards have large font / coloured backgrounds / font for visually impaired and dyslexic pupils.</i></p>	<p>Class Teachers / SENCo</p>	<p>Ongoing</p>	<p><i>All pupils can access the teaching and learning.</i></p>
		<p><i>To ensure every pupil can access SATs and other statutory assessments</i></p>	<p><i>Seek extra time / access arrangements for identified children</i></p>	<p>Class Teachers / SENCo</p>	<p>Annually every Spring, ready for SATs in May</p>	<p><i>All pupils are able to demonstrate that they have been able to access the curriculum.</i></p>
		<p><i>To plan trips and residential to ensure no children are excluded on the grounds of disability</i></p>	<p><i>Assess needs of every group and build into risk assessment and planning criteria</i></p>	<p>Class Teachers / SENCo</p>	<p>As required</p>	<p><i>Activities are conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</i></p>
		<p><i>To provide training in manual handling (as required)</i></p>	<p><i>Liaise with experts/ LA.</i></p> <p><i>Provide training for staff</i></p>	<p>SLT / SENCo to liaise with LA / external provider</p>	<p>As required</p>	<p><i>Key staff are trained in practical techniques of essential manual handling.</i></p> <p><i>School is equipped with appropriate equipment.</i></p>

AIM 3 ACCESS TO INFORMATION	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability (such as auditory / written information and signage)</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations 	<p><i>To make written information for pupils (such as handouts, homework etc.) available in alternative formats</i></p>	<p><i>Adapt written information to ensure all pupils can access it</i></p>	<p><i>Class Teachers</i></p>	<p><i>As required</i></p>	<p><i>All pupils can access all written information</i></p>
	<p>Large print materials / resources are available when required.</p>	<p><i>To make written information for parents (such as school prospectus, newsletters etc.) available in alternative formats.</i></p>	<p><i>Amend school publications and promote the availability in different formats for those that require it (e.g larger text etc)</i></p>	<p><i>Admin staff</i></p>	<p><i>As required</i></p>	<p><i>All school information is available for all parents and carers</i></p>
	<p>If any pupils have difficulty accessing information normally provided in writing by the school such as handouts, homework etc., then the school will be happy to consider alternative forms of provision</p>	<p><i>To ensure all signs are clear and helpful to all users</i></p>	<p><i>Include picture signs as required</i></p>			<p><i>All signs in and around school give clear guidance to all children, staff and visitors</i></p>
	<p>If any parents / carers have difficulty accessing information normally provided in writing by the school such as newsletters, prospectus etc., then the school will be happy to consider alternative forms of provision</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 local governing board.

- The governors' H&S Committee will be responsible for the strategic direction of the School's Accessibility Plan.
- The governors' during LGB will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher and the SENCo will be responsible for the plan's day to day implementation.
- Progress of the Plan's Priorities will be reported:
 - to the Full Governing Body at least once per year
 - in the School Prospectus
 - on the School website

5. Links with other policies

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

- 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