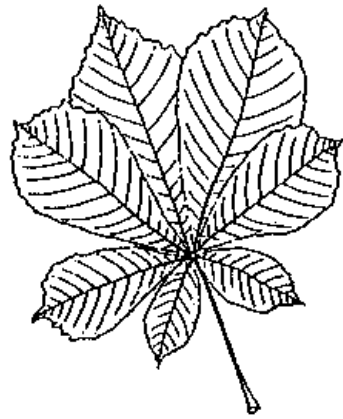


Accessibility plan

Wilden Primary School

2020-2021



Approved by:
Andrea Mayes

Date: September 2020

Last reviewed on: 2020

Next interim review:
Sept 2021

**Next update due
by:** 2023

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1. Aims

Schools are required under the [paragraph 3 of schedule 10 to the Equality Act 2010](#) and [regulation 51](#) and [schedule 1](#) of the Special Educational Needs and Disability Regulations 2014 to have an accessibility plan prepared by the governing body or proprietor.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

The philosophy of Wilden VA Primary School is based on inclusive principles that strive to promote equality. Equality of opportunity at the School is about providing equal access and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community - pupils, staff, governors, parents and community members.

It is based on the following core values and a Christian ethos as expressed in the School's **Vision Statement**:

The mustard seed, the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.

Matthew: 13, v 32

In partnership with parents, governors, St Nicholas Church and community, we strive to ensure all children are embraced and nurtured. Our creative curriculum teaches our children to be generous, loving, resilient, inquisitive and courageous; enabling them to flourish as they journey through God's ever changing garden of life.

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, 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 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.

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>Our school offers a differentiated curriculum for all pupils. Lessons are planned to ensure all children's needs are met</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</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. These are shared with children and monitored regularly.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Children remain in their lessons and with their peers at all times</p>	<p>Long term:</p> <p>Resources to be available for all children regardless of need.</p> <p>Medium Term:</p> <p>Short Term</p> <p>Review current IEP practice to ensure pupil voice is central to targets being set</p> <p>Pupil voice to audit the accessibility of Wilden School for children with a disability</p>	<p>All classrooms to have Numicon resources</p> <p>Create Wilden's own version of a One Page Profile</p> <p>Children to audit how accessible the whole school is</p>	<p>Lisa Byrne</p> <p>Lisa Byrne</p> <p>Lisa Byrne and school council</p>	<p>Autumn 2022</p> <p>Autumn 2020</p> <p>Spring 2021</p>	<p>All children to have access to Numicon resources and equipment during most maths lessons</p> <p>Pupil and parent voice will be central in setting targets for pupils with SEND</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Short term</p> <p>All areas are accessible by wheelchair</p> <p>All disabled toilets are accessible by wheelchair</p> <p>Long term</p> <p>Arrange library and staffing to ensure all books are accessible</p>	<p>Audit the school with the school council</p> <p>Meet with school council and librarian to discuss options</p>	<p>Lisa Byrne Amanda Briscoe School Council</p>	<p>Spring 2021</p> <p>Spring 2022</p>	<p>Children and adults with a disability have access in and around the school buildings and full access to the library</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Short term</p> <p>Sign language workshops</p> <p>Long term</p> <p>Availability of a hearing loop in reception</p>	<p>Arrange a lunch time or after school club with a suitably qualified person</p> <p>Research methods to accommodate this</p>		<p>Spring 2021</p> <p>Summer 2023</p>	<p>Children, parents and visitors are not at a disadvantage if they are hard of hearing or sight</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 Andrea Mayes SEND governor

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

6. Special arrangements in relation to COVID-19.

Following the reopening of schools for all pupils, government guidance states:

We are expecting schools to welcome all children back this autumn. While coronavirus (COVID-19) remains in the community, this means making judgments at a school level about how to balance minimising any risks from coronavirus (COVID-19), by maximising control measures, with providing a full educational experience for children and young people. Schools should use their existing resources to make arrangements to welcome all children back.

In order to ensure the school grounds, resources, communal areas and learning environment is still accessible for all, Wilden School have put in place several measures to maintain a balance between minimising risks of Covid 19 and ensuring a full educational experience is available for all. This has meant that different areas of the school are closed off to some children, a one way system is in place when moving within the school and the playground is partitioned off to avoid children being in close contact with other classes. This will impact upon a child or adult who use a wheelchair or other mobility aids. At present, all staff and children are able to access all areas of the school independently, should there become a time when an individual requires a mobility aid, the systems currently in place can be amended to allow accessible routes to those individuals.

This includes;

- Changing the one way system to include areas with a ramp.
- Entrances that are more accessible by a wheelchair can be used for specific classes when necessary.
- Tables and food service in the school hall can be rearranged to ensure full access by all.
- Classrooms are all accessible (or can be rearranged to ensure mobility aids and wheelchairs can fit)

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2. Second storey not used by children on a regular basis. Sensory room currently not accessible by people with mobility difficulties	If sensory room is to be used by an adult or child with mobility issues, this area will have to be moved elsewhere in the school	LB	When needed
Corridor access	All wide corridors or rooms that are passed through	Barrier across KS1 cloakroom. This can be removed if access is required	LB	When needed
Parking bays	One parking bay near the main school gate	None required. Can be repainted if needed to highlight the wider parking bay		
Entrances	Field entrance not accessible due to rough/grassy ground.	Two other entrances can be used instead if required	LB	When needed
Ramps	One ramp to enter the school hall from main school	None required as this ramp provides access for all. The current one way system can be changed to allow a child/adult to use this entrance at all times	LB	When needed
Toilets	Two disabled toilets available	The two toilets do have cupboards or units that may prevent full access. These need to be removed and changed	LB	Spring 2020

Reception area	One area with automatic doors	Fully accessible and an adult can open the main gate if difficulties arise to get onto the school grounds		
Emergency escape routes	Two exits from the grounds are available. Internal exits onto school grounds are accessible	The field exit is currently not accessible due to the rough ground and grass. If an exit from this point is required, there are adults available to support the child/adult over rough ground		