



Westgate C.P.
School and Nursery

Inspire • Create • Learn

ACCESSIBILITY PLAN

Updated July 2021

Approved by: Jenny Cockett

Date: July 2021

Last reviewed on: June 2021

Next review due by: July 2022

Contents

1. Aims.....	1
2. Legislation and guidance	2
3. Action plan	4
4. Monitoring arrangements	8
5. Links with other policies	7
6. Accessibility Audit.....	8

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

Westgate C.P. School and Nursery 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 Westgate Community Primary, our vision of ‘inspire, create and learn’ is to

- **I**ntegrate: To provide a safe and stimulating learning environment
- **N**urture: To be a positive example within our community
- **S**caffold: To develop a love for learning
- **P**rotect: To teach the behaviours that enable a successful future
- **I**nstil: To enable individualism to thrive, built around mutual respect and kindness.
- **R**each out: To offer support and opportunity
- **E**quip: To develop resilience

We will achieve this by creating a culture of learning built around enthusiasm and enquiry that is stimulating and enjoyable for both children and staff.

The accessibility 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.

Source Materials for the new plan

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children. This plan links with other important plans. They are:

- Equality Information and Objectives Policy
- Health & Safety Policy
- Intimate Care Policy
- Managing Medicines and First Aid Policy
- Special Educational Needs Policy

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, Pupils and Governors.

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	Target	Strategy	Timeframe	Achievement RAG
<p>Increase access to the curriculum for pupils with a disability e.g.</p> <p>School able to meet the specific requirements for each child with a disability.</p> <p>Good links with relevant agencies; children and families feel supported and know who to get information from.</p> <p>Annual reviews enable children, families and school to 'have a voice' and raise any concerns.</p> <p>Regular updates to staff training needs from SENCO, Teacher of Deaf or other outside agencies as appropriate</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>Our school will aim to ensure that any equipment that can give better access to the curriculum is purchased or sourced; we use different gates to accommodate specific needs such as fatigue, mobility etc.</p> <p>We work closely with other agencies to ensure advice is taken with regard to improve access to the curriculum.</p> <p>Any EHCP in place will be followed and reviews sought where needed.</p> <p>Specialist LSAs in place for hearing impaired children.</p> <p>Where a 'new' disability comes into school, staff offered support and training.</p>	<p>SENCO works closely with families and staff to ensure access requirements are considered.</p> <p>Assessments made.</p> <p>Good communication.</p> <p>Reviews</p> <p>HIU works alongside children, families and staff</p>	Ongoing	

Aim	Target	Strategy	Timeframe	Achievement RAG
<p>Improve and maintain access to the physical environment e.g.</p> <p>To ensure all parts of the site are easily accessible to everyone.</p> <p>Where areas for development are noted, that they will be added onto the plan.</p> <p>Supportive chairs have been purchased where required.</p>	<p>The environment continues to be adapted to the needs of pupils as required.</p> <p>An external ramp for access to both levels of school has been installed and is wheelchair friendly; the broken lift internally has been removed.</p> <p>Car parking has been restricted at the front of the school to ensure disabled cars will not be 'blocked' or find it difficult to park, and that the taxis can also deliver and collect efficiently. Spaces have been marked 'disabled' and families can apply to the office for a school parking permit if needed.</p> <p>Changing facilities have now been sourced for EYFS and will be in place Sept 2021.</p> <p>Corridors should be kept clear at all times.</p>	<p>School works closely with Premises from Suffolk County Council to address the needs of the environment.</p> <p>Senior staff monitor car parking at the beginning of each day and are on standby at the end of each day if needed.</p> <p>Moving the SLCN office to another area has released a room for EYFS changing facilities.</p>	Ongoing	

Aim	Target	Strategy	Timeframe	Achievement RAG
	Walkie Talkies used by staff to communicate across site effectively.			
Improve the delivery of information to pupils with a disability	<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 • Large print resources • Pictorial or symbolic representations • Microphones (and those linked to hearing aids) • Coloured paper • iPads • Signers • Newsletters/Parent Pay/website • Telephone • Communication books 	<p>A wide range of communication is used and offered to families.</p> <p>Where a specific resource has been noted that will aid communication, investment is made – e.g. iPad for Speech and Language.</p> <p>Use of website to promote policies for further information.</p> <p>Child voice to say what is working well.</p> <p>Modern interactive screens to facilitate multitude of presentation aspects e.g. colour, size, multi media connections.</p>	Ongoing	

Aim		Target	Strategy	Timeframe	Achievement RAG
		<ul style="list-style-type: none">• Meetings			

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 Headteacher.

5. Links with other policies

- SEN policy
- Equality Information and Objectives

6. Accessibility Audit

See below

Basic Access Audit Westgate C.P. School and Nursery 2019 (review June 2021)

Section 1: Disability awareness/training		1	2	3	4	Comments
1	Do you provide disability awareness training to enable staff to understand and recognise disability issues?		x			Input in training days re HI and SEN but this could be developed further to include MDSAs etc.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	x				Staff meetings for any new intake with particular requirements and CPD arranged where needed.

1=yes, completely. 2=almost, working towards the guidance, 3= partially, 4= not yet considered.

Section 2: How are school delivers the curriculum.		1	2	3	4	Comments
3	Do all staff seek to remove all barriers to learning and participation?	x				Lesson observations and behaviour plans show this to be good.
4	Is teaching appropriately differentiated for most individual needs so that children and young people make good progress?		x			Progress for children with disabilities can be improved in some areas.
5	Are all children and young people encouraged to take part in music, drama and physical activities?	x				A good example is the HI children who are part of the Royal Ballet program.
6	Do staff provide alternative ways of giving access to experience for children and young people with disabilities who cannot engage in particular activities for example forms of exercise in physical education?		x			At the moment no children have particular disabilities to prevent joining in daily PE so nothing else is in place.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	x				School is very proud of being recognised for its strength in inclusion.
8	Are all the staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	x				There is use of additional staff to support in these situations as well as differentiation offered in tasks as appropriate such as templates etc.
9	Do you provide access to appropriate technology for those with disabilities?	x				Several children have use of iPads in class and class microphones used for HI.
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	x				Alternative arrangements have been made for residential trips.