

Werrington Primary School

Accessibility plan

Approved by: B Wilding **Date:** September 2019

Last reviewed on: September 2019

Next review due by: September 2022

Contents

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

.....

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.

At Werrington Primary School we aim to provide each and every individual with a high quality learning experience, which will develop his or her potential and encourage independence and confidence. The curriculum is broad, balanced and relevant to the needs of each child and seeks to ensure continuity and progression. Teaching and learning take place in a caring, purposeful and secure environment. The school aims to foster self-esteem, respect for self and others, co-operation and care for the community. The school values the interests of the children and links with parents. As a school community, we aim to:

- Provide a caring, happy and welcoming environment ensuring the safety, well-being and inclusion of all.
- Respect and celebrate our differences and special talents, fostering ambitious aspirations.
- Provide a broad, balanced, challenging and stimulating curriculum, which empowers and enables all.
- Become literate, numerate and globally aware, equipped for life in a modern world.
- Develop confident and independent learners for 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 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.

3. Action plan

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

2019-2022 Accessibility Plan				
Objective	Activity	Who	When	Success Criteria
Ensure school is meeting the needs of its stakeholders	<ul style="list-style-type: none"> • Complete access survey • Collate feedback from pupils/staff/parents/carers to inform next steps • Complete access audit 	Headteacher	Autumn 2019	<p>Survey and audit completed.</p> <p>Identify key actions from stakeholders response.</p>
Review all access points in school, Shared pupil areas and pathways around school.	<ul style="list-style-type: none"> • Review ramp and access/exit points • Review signage in school 	Headteacher	2019 - on going	All access and egress points as well as pathways around school are appropriate, signage will ensure clear directions
To ensure entitlement and access for all pupils including in light of	<ul style="list-style-type: none"> • School Policy review (All subject leaders) • Planning for activities enabling all pupils to 	All staff curricular lead teachers.	Summer 2019-on going	Curriculum policies reflect the ethos set out in the Equality Policy and ensure the

the curriculum expectations	actively take part.			curriculum is accessible to all pupils
Review of residential letters and information for pupils/parents with a disability	<ul style="list-style-type: none"> • Gather all correspondence as issued by the school • Review procedures to ensure access for all. 	EVC Educational visits coordinator	2020 - on going	Adjustments and provision was made in good time to ensure all pupils can access trips and visits.
To ensure the views of stakeholders who have a disability inform school provision	<ul style="list-style-type: none"> • Hold steering group meeting termly • Pupil voice (SENCO) 	Head/SENCO/Parents with Disabled pupils/Disabled parents working group	On going	School will have taken the views of disabled stakeholders and effected positive change.
To quality assure against the nationally recognised Equality Mark award.	External validation through the Equality Award. (SENCO/HT/Govs)	Equality and Access working group, Governors Premises and Achievement and Standards Committee	2019	Best practice is adopted at WPS.

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

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 storey	Ensure access and egress points are accessible for all .	Site Officer	Daily monitoring
Corridor access	Corridor doorways with Fire Alarm release door stops to enable easier access.	Maintain clear corridors and door stop batteries.	Site Officer	On going monitoring
Lifts	None			
Parking bays	Disabled bays marked and available for Parents/Carers or visitors	Monitoring of Disabled Bay usage	Site Officer Admin Office Staff	On going
Entrances	Gated access footpaths Barrier access to car parks with intercom/video facility for communication	Ensure gates are efficiently operating not hindering access. Servicing and fault diagnosis is timely ensure continuos operation.	Site Officer Headteacher	On going
Ramps	Main entrance To mobile Out of KS2 Hall	Ensure all ramps are in safe and appropriately maintained condition.	B+H Property Adviser Site Officer	On going Annual Inspection

Toilets	2 wheel chair access	Appropriately serviced and maintained in operation.	Site Officer Cleaning staff	On going
Reception area	Holding area for visitors	Maintained and clear for ease of access.	Site Officer	On going
Internal signage	Facility signage	In place and clearly visible	Site Officer Headteacher	On going
Emergency escape routes	Fire exits	Signage clear and free from obstructions	Site Officer School Staff	Daily visual checks Planned maintenance