

WINSCOMBE PRIMARY SCHOOL



Accessibility Policy

Signed: Mrs Richardson

Date of policy: March 2024

Review of Policy: March 2025

Accessibility Plan and Policy

We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Winscombe Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated as necessary.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils.

Information about our Accessibility Plan will be published on our school website and shared with our Governing Body.

The Plan will be monitored through the LGB.

The school must have regard to:

SEN and Disability Code of Practice: 0 to 25 years January 2015

Part 3 Children's and Families Act 2014:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The Children and Families Act 2014 (Transitional and Saving Provisions) (No 2) Order 2014

This means that whenever they are taking decisions they must give consideration to what the Code says

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or
has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The Equality Act 2010 sets out the legal obligations that schools have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory –it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

According to the Equality Act 2010 a disability is defined as “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

From 2020 the following changes have been made:

- We have created multiple nurture and small personalised learning spaces for pupils with additional needs to access their learning and our school environment with greater ease; these are known as The Rainbow room, The ELSA room, The Hive and supports pupils who are neurodiverse.
- We have purchased sensory equipment and resources to support pupils across our school, such as weighted blankets light tunnels, sensory tents.
- Enhanced Early Years and outdoor spaces, including an outside classroom to allow ease of access to outdoor learning for all

We have a school site, which is accessible to those with physical disabilities. It is reviewed on an annual basis and if another child joins the school we will look at their specific needs and make changes appropriately, if possible.

Aim	Current good practice	Objectives	Actions to be taken	Person/s responsible	Date to complete actions by	Success criteria
Continue to plan access to curriculum activities for pupils with a disability	Training is constantly being undertaken by relevant members of staff	Audit of pupil needs and staff training to meet those needs	Training to continue as needs are identified	SLT	Ongoing	Identified needs being met and access to all school activities for all disabled pupils
	EVC and extended schools coordinator ensure that all children are included in risk assessments	All out of school activities are planned to ensure, where reasonable and appropriate, the participation of all pupils	Review all out of school provision to ensure compliance with legislation. PEEPs are created for pupils who require them.	EVC, Extended schools coordinator and \SLT	Annually	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements
	Classrooms are organised to promote the participation and independence of all pupils where possible	Continue access to curriculum activities and opportunities	Review and implement revised layout of personalise d learning spaces	All staff	Annually	Pupils can access all classroom environments successfully
Improve and maintain access to the physical environment	Improved legible and accurate signage around the school	To ensure visitors to the school are clear about the entrance, classrooms and reception areas	New signage Some signage to include the use of the Widgit tool	LR and SLT	Summer 2025	Signage current, legible and accessible to all
Improve the delivery of written information to pupils	Wide use is made by all staff in all classrooms of clear print, either handwritten or typed	To ensure all labels are clear and accessible to all, and at an appropriate height	Further staff training (in house) to enable staff to use CIP effectively	LR and SLT	Summer 2024	All children have access to quality signage and vocabulary