

Accessibility Plan

Created 20.5.23

Plan covers 2023 - 20236

At Wheelers Lane Primary School we are committed to ensuring equal treatment for all, including those with any form of disability (including hidden disabilities).

By 'all' we mean anyone involved in the school community including employees, pupils, parents, carers, and governors.

We will reduce and eliminate the barriers to accessing the curriculum and will ensure full participation in the school community for pupils, and prospective pupils, with a disability.

We will reduce and eliminate barriers to adults with a disability, be they staff, parents, carers, governors, and all prospective individuals to ensure their full participation in the life of the school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

We seek to foster a positive response to disability among all members in our school community and to eliminate bullying, harassment, or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated, and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2014 Framework:

- o Promoting the spiritual, moral, cultural, mental, and physical development of pupils at the at the school and of society
- o Preparing pupils at the school for the opportunities, responsibilities, and experiences of later life.

Although this plan is a requirement for pupils, the school also has duty to staff and visitors, who will benefit from any amendments, in relation to the building access.

The Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The equality duty covers the nine protected characteristics; age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

The governing board is required by to prepare an accessibility plan and “further such plans at such times as may be prescribed.” This purpose of this document is to plan for; - Increasing the extent to which disabled pupils can participate in the school’s curriculum (See table 1 access to 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 or services provided or offered by the school (see table 2 access to the physical environment), and - Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled (table 3 access to information).

Definition of Disability

Disability is defined by the Equality Act 2010 as:

‘When a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, HIV, multiple sclerosis, and cancer are all considered as disabilities, regardless of their effect.

Accessibility plan

Table 1

Access to the curriculum				
As part of these activities the school will continue to seek and follow the advice of the LA (Local Authority) services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professions from the local NHS Trusts.				
Target	Strategies	Timescale	Responsibility	Success Criteria
To identify children allocated to Wheelers Lane Primary for the next academic year who need provision made	At least one visit per child to settings providing pre-school provision More than one visit for children identified as needing an enhanced transition	May to early September annually	EYFS (Early Years Foundation Stage) team and AHT Phase Leader	Provision set in place ready for when the child(ren) start school
To establish and maintain close liaison with parents	Parent of children with an Individual Target Plan (ITP) are invited to review the ITP with the class teacher and/or SENCO termly	Termly	Class teacher/ SENCO	Parents of children with special education needs feel involved in supporting their child
To establish and maintain close liaison with outside agencies for pupils with additional needs	Time allowed for SENCO and other staff to attend network opportunities. Time allowed for staff to attend relevant meetings which will allow them to better support the children they work with.	Ongoing	SENCO /Headteacher	All relevant staff have been able to attend relevant networking meetings for their role Teaching staff can attend meetings such as EHCP (Education, Health and Care Plans)/TAC/OT to enable them to better meet the needs of a pupil
To include pupils with a disability, medical condition, or other access	Early planning and risk assessments for regular trips, to meet identified	Ongoing	Class teacher/ EVC/	All pupils are accessing and experiencing the opportunities

needs as fully as possible in the wider curriculum including trips and residential visits	needs of cohorts who are in the school.		Headteacher	available.
To include pupils with a disability, medical condition, or other access needs as fully as possible in extracurricular provision	Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school.	Ongoing	Class teacher/ Headteacher	All pupils are accessing and experiencing the opportunities available.
To regularly review the curriculum and teaching plans to ensure children have access to all parts	This is covered under the Teaching for Learning Policy and Curriculum Policy	Termly on a curriculum review cycle	Class teacher/ Team Leaders	Any review that has happened meets the needs of the current cohort of children.
Ensure there is a comprehensive CPD (Continuing Professional Development) programmes which include development and improvement of knowledge and skills, sharing of information for staff on meeting specific identified needs. This will lead to an increased level of support in class and across school that leads to sustained inclusion.	Annual training cycle that includes SEND and specific training as identified. Training provided by LA partners – CAT/EP/PSS. Priority given to ASC/Communication and sensory training for staff as these are high need areas currently.	Ongoing	SENCO / CPD coordinator	There has been access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from these opportunities is shared with colleagues to promote support and adjustments for all children.
Ensure pupils needs' can be met using IT equipment or other resources following identification when required.	Use referral to CAT (Communication & Autism Team), EP, OT, PDSS (Physical Difficulties Support Service) Paediatrics service and their recommendations.	Ongoing	SENCO / IT technician	Children have timely access to relevant, supportive, and cost-effective equipment to meet their needs.

Access to the Physical Environment

The school is a two-story building built in the 2009. The main building entrance at reception has level access and a push button automatic door. The entrances to the reception building, door near year 2 classroom and breakfast and after school club are ramped. All other doors are low level steps. The school corridors are a minimum of 1.2 m wide and unobstructed. Internal doors can be held open door guards which are activated on the sounding of the fire alarm. There is a disabled toilet in the reception building and in the main building, which meets the requirements of current staff/pupils. Internal signage meets BS: The fire alarm is a ringing bell (no pager or flashing lights available) automatic fire detection system with call points located at appropriate places around the building (i.e., all exit points). Visitors to the school are normally accompanied if they do not attend regularly and the member of staff accompanying the visitor is responsible to ensure they leave the building or (access a refuge area to await evacuation). A Personal Evacuation Plan should be completed for all pupils, staff and visitors who require one and the findings communicated

Target	Strategies	Timescale	Responsibility	Success Criteria
All access points to the school accessible	Ramps in place Lift to get to the top floor	Ongoing	Headteacher	All areas are accessible to all.
Regular review of needs for current pupils	Reviews of SAP/ EHCP	Termly (or when a new pupil is expected whose needs are not currently met)	Class teacher/ SENCO	All current pupils can access the areas required for learning
Personal evacuation plans completed for students who are identified as requiring one	Liaise with parents/school nurses and other healthcare staff to identify needs and put in place appropriate evacuation arrangements	As required	SENCO	All pupils who require a PEEP, have an up to date and effectively communicated PEEP which has been practised to ensure it can be implemented successfully.
Learning areas accessible for pupils	The classroom layout will be regularly reviewed to ensure it meets the needs of the children using the space at the time including the PE Hall		Class teachers	Children are not excluded from learning opportunities because they cannot access around the classroom or equipment
Access to Information				
As part of these activities the school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested				
Target	Strategies	Timescale	Responsibility	Success Criteria
Provision of written material to pupils to meet their needs using smart screen colours	Use of coloured paper/text size/visual timetables	Ongoing	Class teacher	Pupils always have access to written material which meets their needs at the appropriate time
Review documentation on website to check accessibility for parents with English as an additional language/ disability to support their child's learning	Review of the website	Ongoing	Office Manager/IT technician	Website reviewed and updated as necessary to be accessible

