

Willington Primary School



Chapel Street
Willington
DL15 0EQ

ACCESSIBILITY POLICY AND PLAN 2019 - 2022



Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Willington Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Willington Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- A copy is posted on the school's intranet staff page
- A hard copy is available from the school office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Wellington Primary School will address the priorities identified in the plan. The plan is valid for three years 2019-22. It is reviewed annually.

Section 2: Aims and objectives

Accessibility Plan Code

- C. Increase access to the curriculum for pupils with a disability
- E. Improve and maintain access to the physical environment
- I. Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Objectives	Accessibility planning code (C/E/I)	Actions to be taken		Person responsible	Date to complete actions by	Success Criteria
To improve provision for staff and pupils with a disability	C,E	Audit of provision	Pupil and staff survey	Inclusion Team	April 2021	Audit Training and Support
To improve the environment for pupils/visitors with sensory or physical issues	C,I,E	Student profiles	SENCo to develop profiles with teacher	SENCo	Annually in September – ongoing	Individual pupil profiles
		Staff profiles	Business Manager to develop staff profiles	Business Manager	Annually-ongoing	Individual staff profiles
		To review markings on steps	Business Manager to access school grounds	Business Manager /Caretakers	Summer 2021	Markings on steps
To offer specialist provision for SEND children in an inclusive environment	C,I,E	To integrate profiled children into mainstream lessons and activities e.g. after school club, school trips.	Inclusive activities and school trips Create friendly environments around school dependent on pupil / staff profile results	All staff / Inclusion Team	Ongoing	Inclusive environment
To ensure smooth transition of pupils with SEND	C,I,E	Pupil profiles	Written annually / Class transition	Teaching staff	Ongoing	Pupil profiles
		Transition of information to secondary schools and visits.	Secondary transition days / Secondary staff meetings with SENCo and year 6 teacher	Year 6 Teacher and SENCo	Annually-ongoing	Meetings timetabled and profile information shared compiling

		Meetings with secondary staff. EYFS Home Visits EYFS Stay and Play sessions Regular safeguarding meetings to discuss children at risk	EYFS lead / Teachers to arrange with parents/carers EYFS Lead to arrange termly TAF, CP meetings	EYFS lead / Teachers EYFS Lead / Teachers SENCo, Safeguarding Lead, Class teacher and Parent Support Advisor	New pupils – annually Termly Ongoing	to GDPR regulations Enhanced transition process allowing profiles to be completed and meetings arranged with OH, SENCo, Behaviour Support, Speech and Language, school nurse etc
To improve student voice for children with SEND in school	C	SEND children to be included in school council	Active members of school council	School Council lead	Ongoing	SEND inclusion on school council
To improve the progress of children with speech and language difficulties	C,I	SALT to work with individual pupils SALT to develop staff skills Signpost parents to support	SALT support across school, deliver training and 1-1 therapy	SALT, SENCo and teaching staff	Ongoing	Development of staff skills and SALT involvement in school. Pupil speech and language development
To improve communication for hearing impaired visitors to school	E	Hearing Loop to be installed in the reception office area		Business Manager	Summer 2021	Hearing Loop enabled in office