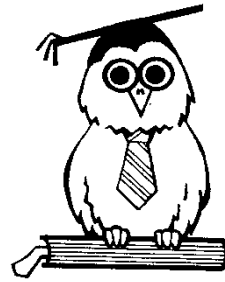


West End Primary School

Accessibility Plan



Person responsible: Rebecca Yeadon (Head)
Reviewed February 2024 (Resources Governors & Headteacher)
Date of next review: February 2027 (Resources Governors)

This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Contents

1. Aims.....	1
2. Legislation and guidance	2
3. Site and context review	2
4. Monitoring arrangements	4
5. Links with other policies	4
Appendix 1: Action plan	5

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. West End 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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, working closely with Horsforth children's services, local schools and Leeds City council.

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 parents, pupils, staff 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. Site and context review

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Contextual Information

The majority of the school building and top playground is accessible for a child in a wheelchair. The school building has a lift on each internal staircase, as an alternative to steps, which is specifically designed for wheel chair use. The only part of the building that is not accessible for wheel chairs is the computer suite

Disabilities within West End Primary School

When children enter school with specific disabilities, the school contacts external professionals for assessments, support and guidance for the school and parents.

We have a few children who have specific medical needs and all staff are made aware of these children via CPOMS and via confidential school notices. Where possible, staff have been trained on specific medical support and risk assessments. Eg: asthma, epilepsy, diabetes, allergies. All staff have access to specific medication for children and the school first aid equipment.

Emergency medication such as epipens, insulin and asthma inhalers are kept close to the children in the classroom - their location is shared with all staff and will be moved around school with the child where appropriate.

All medication, other than those stated above, is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication and information is shared with the staff team and stored in class red folders. All medication that is given is recorded.

The majority of staff who hold paediatric first aid certificates and 3 staff are trained in first aid at work.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Curriculum:

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEND team.
- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Using specialist teachers through the cluster to support learning and to give pastoral and inclusion support.
- Specifically deploy support assistants to cover a mix of curriculum and learning needs.
- Ensuring that, where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Ensuring that parents/pupils are included in the teaching and learning process.
- Using appropriate to measure progress and achievement of individual pupils, and to facilitate the setting of individualised targets with an element of challenge.
- Encouraging the use of clear, well-presented visual aids to the support learning of all pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Developing areas around school to further enhance and develop learning.,
- Using a range of teaching methods and styles to facilitate access for all pupils: for example; appropriate use of language, questioning techniques, individual, pair and group work, 'mind-friendly' learning strategies (visual/auditory/kinaesthetic).
- Using ability groups to target additional needs, with skilled staff to support learning.
- Buddy schemes to support vulnerable pupils.
- Making inclusion a priority at all times across all areas.
- Creating a culture of understanding and tolerance so that all children, regardless of ability are accepted in our school community.
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities.
- Targeted interventions to support emotional well-being.

Physical Access:

- The school building is fully accessible for pupils with physical difficulties, with wheel chair use stair lifts on both main school corridors and all entry and exit doors level with the external grounds. The exception to this being the computer suite (there is a portable bank technology and classroom computers available for curriculum coverage if needed) and the Reception classroom (access here is flat externally but internally a ramp would be needed for wheelchair access).
- The outside play areas are flat and the top playground is fully accessible to wheelchair users from any part of the building.
- Access from the school car park to school allows drop off or parking.
- Disabled toilet facilities are available, with wheelchair access.
- Separate meeting room spaces enable confidential meetings to take place with SENDCo, staff, support agency staff and parents.

- Space for small group work and individualised work for targeted learners.
- Children's work is shown to be valued by use in displays around the school.
- The outdoor learning environment is being developed to enhance pupil's health and well-being.
- Communal spaces are 'clutter-free' to facilitate easy movement around the buildings.

Information Access:

- Visual timetables and information supported by signs/symbols for targeted pupils.
- Home-school books for targeted children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils.
- School website access to policies and class activities and inform parents of dates and curriculum activities.
- Parent mail used to inform parents of events, book consultations and pay for extracurricular activities.
- Text messaging to parents

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

If children with specific disabilities enter the school, the support of external professionals should aid the Headteacher and the governors in establishing a solution to any access issues. Arrangements will be approved by the school governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Emergency invacuation and evacuation plans
- Health and safety policy
- Special educational needs (SEN) information report
- Medical policy.
- Equality policy

Appendix 1: Accessibility audit

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Objectives	Tasks	Resources	Lead	Monitor
To ensure that all staff have a clear understanding of the SEND Code of Practice and inclusion	Training provided by the SENDCo for all staff. SENCO to attend termly LA SEN network meetings.	Online training, INSET & Staff meeting time	SENDco	Evaluations on SDP. Head teacher report to Governors
To ensure staff are trained to support pupils with their specific needs.	Full training for specific staff on supporting and managing the need (could be SEND or medical specialist training) Overview training for all members of staff teaching staff and availability for support staff and specific parents to attend.	Staff meeting time and training day for HD	LA provider	Evaluations on pupil progress reports. Head teacher report to Governors
To improve accessibility for pupils with specific needs	Purchase suitable resources following training and meeting individual needs.	Resource cost	SENDco	Head teacher report to Governors
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in <ul style="list-style-type: none"> • Asthma 	Staff meetings, online training and INSET for all staff	SMT	Head teacher report to Governors

	<ul style="list-style-type: none"> • Epilepsy / fitting • EpiPen use <p>Update Medical Conditions policy and ensure annual parents return is gathered.</p>			
To continue to provision map to meet individual needs within each cohort.	SMT to provision map and adjust support staffing and resources to meet individual/group needs	SMT time to look at data	SMT	Head teacher report to Governors
To ensure that staff are trained to support pupils with emotional needs.	Emotional and Wellbeing courses are attended through the year to meet the needs of staff CPD and child needs.	Staff meeting time and CPD courses	Head	Evaluation of staff skills by headteacher

Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Head or Deputy Headteacher. The performance of groups, including those with SEN and/or a disability, takes place on an annual basis with each class teacher.

The Head teacher maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported to the LA and will be included in the termly report to governors. The SEN Governor also checks this document on at least an annual basis.