

Waterhouses CE Primary Academy and Nursery

“Let your light shine”

Make your light shine, so others will see the good you do and will praise your Father in heaven. Matt 5 v16



Accessibility Policy and Plan 2024

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Statement of intent

Waterhouses CE Primary Academy and Nursery is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

Legal framework

This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy will be used in conjunction with the following school policies and procedures:

- **Equality Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Admissions Policy**
- **Behavioural Policy**
- **Supporting Pupils with Medical Conditions Policy**
- **Administering Medication Policy**
- **Anti-Bullying Policy**
- **Health and Safety Policy**
- **Academy Improvement Plan**
- **Data Protection Policy**

Definition

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

Roles and responsibilities

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

The headteacher, in conjunction with the governing body or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.

The governing body, or a select committee, will be responsible for monitoring the Accessibility Plan.

The full governing body will approve the Accessibility Plan before it is implemented.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.

The headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.

During a new pupil's induction, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

The headteacher and governing body will work closely with the LA, QEGSMAT trust and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCo will work closely with the headteacher and governing body to ensure that pupils with SEND are appropriately supported.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.

Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer an Epi- Pen.

Accessibility Plan

The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The Accessibility Plan will be presented as a freestanding document.

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in September 2027.

If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

Both the Accessibility Policy and Accessibility Plan will be published on the school website.

The school will collaborate with QEGSMAT and, when applicable, with the LA in order to effectively develop and implement the plan.

An access audit will be undertaken by the governing body, QEGSMAT Estates Manager and SENDCo every year.

The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.

The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities.

The school is committed to developing a culture of inclusion, support and awareness.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

The school will act in accordance with the Admissions Policy.

The school will apply the same entry criteria to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning.

Prospective parents of pupils with EHCPs, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The class teacher and the SENDCo will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.

The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.

There are established procedures for the identification and support of pupils with SEND in place at the school.

Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

Specialist resources are available for pupils with visual impairments, such as a large print reading book.

Teaching assistants are deployed to implement specific literacy, numeracy and speech programmes along with physiotherapy for individuals as required.

The school will support pupils with SEND by making any reasonable adjustments necessary during end of key stage exams, e.g. ordering exam papers in a larger font, using a scribe.

Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

There are provisions for nappy changing.

Where entrances to the school are not flat, there is either ramped access or an alternative route.

Wide doors are fitted throughout the school to allow for wheelchair access.

The corridor flooring and lighting is designed / modified to support those who are visually impaired.

Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.

The governing body and headteacher will review the policy in collaboration with the SENDCo.

Equality impact assessments will be undertaken as and when school policies are reviewed.

Appendix A – Accessibility Plan Template

Planning duty 1: Curriculum

Governing boards must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents. A grid, like the one below, should be completed for the curriculum, physical environment and information provision.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members need to check whether the curriculum is accessible to all pupils	Audit of revised curriculum	Headteacher / teachers / SENDCo	Autumn 2024	Management, subject leaders and teaching staff are aware of the accessibility gaps in the curriculum	Termly
	Any new staff members need additional skills to support pupils with SEND	CPD provided to staff members Training for staff on differentiating the curriculum and use of scaffolding	Headteacher / external advisors (EP, BSS) / SENDCo	Autumn 2024	Staff members have a clear understanding of the use of scaffolding and have the relevant skills to support children with SEND	Summer 2025
Medium term	Meeting the needs of pupils with SEMH and behavioural difficulties on school trips and enrichment opportunities	Needs of pupils with SEND incorporated into planning process Access training support and advice through Evolve, BSS or EP	Teachers / SENDCo / EVC co-ordinator	Autumn 2024	Planning of school trips and other enrichment opportunities takes into account pupils with significant emotional and behavioural needs	Annually
Long term	Ensuring that pupils with SEND are able access all lessons appropriately	Provide tablets and other adjustments for pupils with SEND	Headteacher / ICT manager / SENDCo	Spring 2025	Pupils with SEND can access lessons	Autumn 2025

Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents.

	Issue	What	Who	When	Outcome Criteria	Review
Short term	School leaders are aware of egress points within the main school building which need adapting to ensure the school's physical environment is fully accessible to wheelchair users in the event of an emergency evacuation.	Audit of physical environment	Headteacher, Estates Manager, Site Supervisor and Governors	Autumn 2024	School is aware of accessibility barriers to its physical environment and will make a plan to address them. Personal egress plan to be written for individual pupils in the interim where required	Spring 2025
Medium Term	Wheelchair access for all classrooms	Investigate Access for rooms upstairs	Headteacher / SENDCo / Estates Manager	Spring 2025	Access to upstairs rooms	Autumn 2025
	Poor acoustics in hall for those with hearing impairment	Install a hearing loop (Sound field system – PC Werth)	Headteacher Estates Manager SENDCo / Hearing Impairment Teacher (LA)	Spring 2025	Individuals with hearing impairment and hearing aids can full access school events held in the hall	Summer 2025
	Emergency wheelchair access for all external doors	Assess emergency access for external doors which are inaccessible for wheelchair users	Headteacher Estates Manager SENDCo / Physical Impairment Teacher (LA)	Spring 2025	Plans are in place for addressing identified issues related to exits which are inaccessible for wheelchair users. Appropriate temporary ramps are available for use.	Autumn 2025

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

	Issue	What	Who	When	Outcome criteria	Review
Short term	School needs support in ensuring written information is fully accessible	School seeks advice from external advisors and agencies such as MAT / EHA / EP Investigate speak recognition software, apps to support individuals etc	SENCO / Inclusion Mentor	Spring 2025	School is aware of local services for converting written information into alternative formats School website has links for speak recognition	Summer 2025