



Accessibility Policy

Purpose

This plan has been written in accordance with:

- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Equality Act 2010: advice for schools DfE Feb 2013

Definition of Disability

In this policy, special educational needs and disabilities (SEND) is defined as:

‘pupil or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them’

A pupil of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others the same age,
- or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

To fall within the Act, a person must be substantially affected by their disability in one of the following ways:

- Mobility
- Physical co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight (the need for glasses or lenses does not necessarily imply disability)
- Memory or ability to learn, concentrate or understand
- Perception of risk or physical danger.

Key Objective

At Willaston, we aim to:

- To reduce and eliminate barriers to access to the curriculum and to enable full participation in school life.
- To improve access to education and educational achievement for all pupils in the full spirit of 'Inclusive Education'.
- To ensure all staff, parents and visitors are able to fully access the school site, when required, regardless of any disability.

Principles

- Compliance with the DDA is consistent with the school's aims and Equality Policy, and the operation of the school's SEND Policy.
- Willaston recognises its duty under the DDA (As amended by SENDA):
 - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services;
 - Not to treat disabled students less favourably;
 - To take reasonable steps to avoid putting disabled students at a substantial disadvantage;
 - To publish an Accessibility Plan
- 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 the child's right to confidentiality.
- When inducting new pupils or staff into the school information regarding disabilities will be collected and accurate, up to date records will be maintained through SIMS system.
- The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorsed the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges;
 - Responding to students' diverse learning needs;

- Overcoming potential barriers to learning and assessment for individuals and groups of students.

Activity

Education and Related Activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS trusts.

Physical Environment

The school will take account of the needs of pupils and visitors with physical disabilities and sensory impairments when planning undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.

Provision of information

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.

Recruitment of employees

The school ensures that no applicant for a position at our school is discriminated against on the grounds of disability. Please refer to our Equality Policy.

Staff disabilities

All members of staff who are returning from a period of absence will have a return to work interview with the School Business Manager Or other senior leader. If the reason for the absence is illness or injury, an action plan will be created and duties may be adjusted, to enable the staff member to work.

Any member of staff with a disability that falls under the criteria set out in this policy are encouraged to meet with the Headteacher if they feel that their needs are not being met by the school.

Behaviour and discipline.

The school expects high standards of behaviour from all pupils. The school's procedures for disciplining pupils and managing behaviour are fair and are applied equally to all. However, we are aware that some disabilities may adversely affect behaviour. In these cases, Support Plans or Education, Health and Care plans will be put in place, and these may specify adjustments to the

schools behaviour policy. Training will be arranged for any members of staff who are likely to be working with a pupil who has specific needs.

Making it happen:

The Governing Body, together with the Headteacher and the Senior Leadership Team will ensure that the plans and aims of the accessibility policy are carried out. The policy will be reviewed annually and the plan will be reviewed every three years.

The policy and the plan are freely available to any member of the school's community via the school website. Copies are available from the school office and can be made available in alternative formats on request (eg Braille, large print etc...)

Willaston Primary Academy Accessibility Plan.

The purpose and direction of the school's plan: vision and values:

- Willaston Primary Academy believes that all disabled pupils have a right to the same curriculum entitlement as all other pupils.
- Willaston Primary Academy believes that all disabled pupils should have the opportunity to play a role in all aspects of school life.
- Willaston Primary Academy is committed to equal opportunities for all members of its community.
- Willaston Primary Academy is committed to removing any barriers to prevent the above.
- A key value which underpins our plan is to provide support for each person in our community.

Information from pupil data and school audit.

Attending the school we have pupils with the following conditions:

- Visual impairment
- Dyslexia
- A.D.H.D.
- Downs Syndrome
- Autism
- Asthma
- Spina Bifida
- Neurological disability
- Incontinence
- Global development delay
- Various learning difficulties – speech and language, social and emotional, cognitive, sensory

Disabled pupils are able to participate in all aspects of school life, including educational visits and residential trips.

Lessons are differentiated appropriately to ensure that all potential barriers to participation are removed.

Our practice is to enable pupils who need medication to help with their condition to administer it themselves under the supervision of an adult or for a designated adult to administer the medication (NB: Prescribed medicine only)

Where pupils need adult help in order to participate fully in the curriculum, eg: Science, Technology, or PE, this support will be provided.

Disabled pupils are able to take part in all extra-curricular activities, and where necessary, adult support will be provided.

Disability awareness is promoted in PSHCE and the school looks to develop links with agencies such as IRIS, who run activities in school to raise awareness.

Action Plan

Key Priorities:	Current measures in place:	Actions going forward:	To be completed by:	Evaluation
<p>Continue a culture and practice of inclusion – children with disabilities have an increased access to the curriculum</p>	<p>Subject leaders, SenCo and teacher review the resources in the curriculum areas and ensure that the meet the needs of all pupils within the school.</p> <p>Curriculum progress is tracked for all pupils: including those with disabilities by the teachers and SLT during the pupil progress meetings and by the governors in the Curriculum committee meetings.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>After school clubs are fully inclusive and promote participation and independence of pupils</p> <p>Medical care plans and risk assessments are undertaken as required and take full account of the needs of the disabled</p>	<p>Access to translators or sign language interpreters to be offered if required.</p> <p>Continued professional development for all staff linked to SEND specific planning and Quality First Teaching strategies</p>	<p>When required</p> <p>Ongoing throughout 2021-22 academic year</p>	

	<p>pupil.</p> <p>Liaison with parents/carers, ahead of school trips and residential visits, to ensure of every child's inclusion. This could include adaptation of the trip or visit</p> <p>Pictorial and symbolic representations around school and in the classroom for children with communication difficulties</p> <p>Large print resources for pupils that are visually impaired</p> <p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources bespoke to the needs of pupils who require support to access the curriculum.</p> <p>Visual prompts and resources including visual timetables are used to facilitate access for all pupils deemed to need them.</p> <p>Continue to use and develop a range of learning resources that are accessible by pupils with different disabilities.</p>			
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	<p>Use technology to support individual needs if required</p> <p>Curriculum resources include positive examples of people with disabilities.</p>			
<p>Ensure the building and surrounding environment is accessible and safe for pupils, staff and visitors with disabilities</p>	<p>Ramp access is available in the following areas – Main entrance, year 6 entrance and EYFS areas</p> <p>All classrooms are accessible from the main entrance: there are no stairs: the whole school is ground level</p> <p>All pupils/ visitors or staff with an identified need have an individual evacuation plan and named responsible adults to support with an emergency evacuation</p> <p>All corridors are fitted with double doors</p> <p>All classroom doors are wide enough for disabled access</p> <p>Disabled toilet is available for disabled staff and pupils.</p> <p>Height adjustable/ motorised changing table in the disabled toilets</p>	<p>Review and adapt shelving and cupboards within the classroom are wheelchair-accessible height.</p> <p>Some classrooms with external access have one step out: purchase a mobile ramp if wheel chair access is required – receive costs for lowered threshold</p> <p>Adaptations would need to be made for any staff with disabilities (eg. Light switch heights, automatic doors, height adjustable desks)</p> <p>Lower the sign in screen and leaflet holders for wheel chair users to access Any works carried out (renovations etc) to make informed choices about adaptations which support access and inclusion of people with</p>	<p>Review Summer 2022</p> <p>Review annually – update Summer 2022</p> <p>Plan and budget reserve funds – summer 2022 Review annually Action prior to recruitment</p> <p>Spring 2022</p>	

	<p>Adapted specialist furniture provided to meet individual needs</p> <p>Switches and fob panels into the library and early years are reachable for wheelchair users</p> <p>Break glass panels for fire and emergency exit are lowered for easier access for individuals with disabilities</p> <p>Corridor widths are wide for disabled access</p>	disabilities		
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Linked Policies

- School Strategic Development Plan
- SEND Policy
- Equality Policy
- Health and Safety Policy
- Behaviour policy

Signed by Headteacher/Chair of Governors



.....Date: December 2021
Signed by Headteacher



.....Date: December 2021
Signed by Chair of Governors