



Wymeswold C of E Primary School

Accessibility Plan  
February 2022

# Contents

## 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.

## Key Objective

Our Key Objective must be to reduce and eliminate barriers to accessing the curriculum and to full participation in the school community for pupils, staff and prospective pupils, with any disability.

## Principles

Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

- The school recognises its duty under the Equality Act 2010:
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

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;

• Wymeswold 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, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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.

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.

## 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.

## Action plan 2022 - 2025

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Timeframe	Success criteria
Increase access to the curriculum for pupils with a disability	<p><b>Our school offers a differentiated curriculum for all pupils.</b></p> <p><b>We use resources tailored to the needs of pupils who require support to access the curriculum.</b></p> <p><b>Curriculum progress is tracked for all pupils, including those with a disability.</b></p> <p><b>Targets are set effectively and are appropriate for pupils with additional needs.</b></p> <p><b>Screening used for early identification of Dyslexic tendencies.</b></p> <p><b>Fun Fit sessions to support children with physical mobility, gross and fine motor difficulties</b></p>	Staff trained to meet individual medical needs of pupils where applicable	Staff complete training where necessary	JS	Where necessary	Staff trained/ made aware of medical needs of pupils
		<p>The curriculum is reviewed and monitored to ensure it meets the needs of all pupils.</p> <p>Ensure PE lessons/ after school provision is accessible to all.</p>	<p>Provide training to improve the teaching and learning for all pupils including those with disabilities and special needs.</p> <p>Provide specific training to understand the needs of pupils with:</p> <ul style="list-style-type: none"> <li>Autism</li> <li>Dysfluency</li> <li>Dyslexia</li> <li>Dyspraxia</li> </ul>	CH	<p>Annually</p> <p>Ongoing</p>	<p>Training delivered and evidence seen in lesson observations and outcomes for different groups of children.</p> <p>Support and teaching staff better equipped to support children with specific needs.</p>

	<p><b>'No Outsiders' books used to develop and further children's understanding.</b></p> <p><b>Curriculum resources include examples of people with disabilities</b></p> <p><b>School visits accessible to all students</b></p>	<p>Intervention training for support staff</p>	<p>Support staff able to work with increased knowledge and provide appropriate resources for pupils</p>	<p>CH</p>	<p>Ongoing</p>	<p>Training accessed in line with current pupil needs</p>
		<p>To promote specialist equipment to promote participation in learning by all pupils</p>	<p>Assess the needs of pupils in all classes and provide equipment as necessary. E.g. pencil grips, writing slopes</p>	<p>Class teachers and SENDCo</p>	<p>Review termly</p>	<p>Children to have the specialist equipment that they need to be able to access the curriculum</p>
<p>Improve and maintain access to the physical environment</p>	<p><b>Ramps to enter the school at main entrance and staffroom</b></p> <p><b>EYFS building on single level</b></p> <p><b>Disabled parking space close to the door</b></p> <p><b>Wide corridors in newer areas of school</b></p>	<p>Make all classroom areas accessible for a wheelchair</p>	<p>Ensure that there is a wide path through KS2 classes. Make sure KS1 classes are easily accessible.</p>	<p>JS and class teachers</p>	<p>Ongoing</p>	<p>A wider path through classrooms to ensure they are accessible to all.</p>
		<p>Improve access into all doors into school from outside</p>	<p>Investigate the cost and possibility of ramps into the cloakroom areas of class 2 and 3 to make them more accessible to all.</p>	<p>JS and H&amp;S committee</p>		<p>The cost/ possibility of ramps considered.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><b>Our school uses a range of communication methods to ensure information is accessible. This includes:</b></p>	<p>Ensure all communications are available in a range of formats</p>	<p>Offer parents/ carers information in different formats i.e. the newsletter, trip letters</p>	<p>JS/ SW</p>	<p>Ongoing</p>	<p>Information in different formats provided when requested.</p>

	<ul style="list-style-type: none"> <li>• <b>Internal signage</b></li> <li>• <b>Large print resources if requested</b></li> <li>• <b>Pictorial or symbolic representations</b></li> </ul>	Consider changes to the website to make is more accessible	Review of website	JS and SG/MO	July 2020	Ask parents/ users how accessible the website is and act on feedback
		School is made aware of the access needs of parents/ carers including EAL	New starter forms include information regarding access needs	JS/ SW	Ongoing	Parents/ pupils have appropriate support in place

## **Monitoring arrangements**

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

It will be approved by FGB.

## **Links with other policies**

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

- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey building	-	-	-
Corridor access	Corridors are wide in the newer part of the building.	Ensure there is a wide pathway through KS2 classrooms	JS	Ad hoc
Lifts	-	-	-	-
Parking bays	Disabled parking space by the front door	-	-	-
Entrances	Main entrance has a ramp to the door. The door is wide for a wheelchair to fit through it. EYFS doorways are wide and flat.	-	-	-
Ramps	Ramp to the main entrance doorway. Ramp to staffroom doorway.	Investigate ramps into Classes 2 and 3 cloakrooms to make these accessible for all.	JS	July 2025
Toilets	Disabled toilet available. Children's toilets have been	-	-	-



	remodeled and modernized.			
Reception area	Large enough for a wheelchair to be able to turn around in.	-	-	-
Internal signage	All exits are clearly marked.	-	-	-
Emergency escape routes	Emergency escape routes are clearly marked.	A wheelchair would need to exit via the door in class 2's quiet room or via the staffroom or main entrance.	-	-