

Weston Rhyn Primary School



Accessibility Plan

September 2023-2026

Accessibility Plan		
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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Our staff and governors are fully committed to ensuring that all children feel happy, safe and well-supported in our school in order for them to reach their full potential.

Our vision is to provide an **inspiring**, community-driven curriculum and learning environment that enables our children to access a **diverse** range of learning experiences; igniting their **love for learning** and opening doors to their **future**. We value **positive relationships, open communication** and **collaboration**; a **community** where all stakeholders are invested in the **development** of our school.

Underpinning our Vision are the values that we promote and uphold throughout the school. These shared values apply to all who are part of our school community.



Community; building strong relationships in a place where everyone has a voice. Working together, developing skills for the future.

Courage; the strength and resilience to overcome challenges, take risks and grow strong. Knowing that some goals take time to achieve.

Respect; for self, each other and our school and this is reflected in our thoughts, words and actions. Being citizens of the world.

We aim to:

- Be an inclusive community where everyone feels happy, valued, safe and secure.
- Offer a diverse range of learning opportunities to broaden horizons and widen experiences.
- Build and maintain strong relationships with our families and wider community.
- Create an environment which supports and celebrates learning.
- Inspire a love for learning; nurturing independent thinking.
- Raise children's aspirations in preparation for their future.
- Develop reflective, responsible children who have the confidence to create their own path.

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.

<https://www.shropshire.gov.uk/media/9878/shropshire-council-access-strategy-schools.pdf>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, pupils, parents, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>To ensure that all staff have a clear understanding of the SEND Code of Practice 2014</p>	<p>Training provided by the SENCo in staff meetings and through regular updates at staff briefings.</p>	<p>SENDco</p>	<p>Nov 2023</p>	<p>All staff have a good understanding of roles and responsibilities in relation to SEND</p>
		<p>To ensure all staff are trained to support the relevant needs within school including their emotional needs.</p>	<p>Training provided by the SENCo in staff meetings and through regular updates at staff briefings. Staff to share good practice and deliver across the key stages. Continue to share quality first teaching practice with all staff. Close working with outside agencies</p>	<p>SENDco</p>	<p>On going</p>	<p>Assessment of children's needs</p>
		<p>To ensure staff are trained to support children with medical conditions.</p>	<p>Update staff training annually in Asthma, Epilepsy, Diabetes and as required in other specific conditions.</p>	<p>S.Holmes/ T.Derham</p>	<p>Nov 2023</p>	<p>When children present with medical conditions staff are trained and able to fully support.</p>
		<p>To liaise with health providers to support meeting the need of SEND pupils / those with medical needs.</p>	<p>Update Medical Conditions policy annually. Ensure IHCP's in place. Keep staff informed of medical needs/allergies in school</p>	<p>J. Price</p>		

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps in a variety of places around the school • Elevator at entrance • Lift by KS1 stairs • Corridor width • Double opening doors • Disabled toilet • Flat, accessible playground for whole school • Use of 1-1 support for some children with significant needs. 	<p>To improve the accessibility of the building at all entrances and throughout the school as needed.</p> <p>To ensure equal access to play / classroom equipment both inside and outside school</p>	<p>Portable ramps to be sourced when needed.</p> <p>Remove obstacles in corridors</p> <p>Equipment to be placed at an accessible height</p> <p>Adult support to access play equipment if needed</p>	<p>All staff to be vigilant throughout the day</p> <p>All staff</p>	<p>On going</p> <p>On going</p>	<p>All pupils / staff are able to easily access the buildings they will be working in.</p> <p>Walkways are clear and easily accessible by all.</p> <p>All pupils have equal access to all classroom resources and play equipment</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Visual cues • Pictorial or symbolic representations • Use of IT to support • Use of 1-1 support for some children with significant needs. 	<p>To ensure SEN information on our website for pupils and their families is available in hard copy to those who cannot access the internet</p> <p>To ensure all pupils have fair access to all teaching materials</p>	<p>Ensure paper copies of our SEN provision for pupils and their families is available in hard copy for families who cannot access the internet.</p> <p>Ensure staff have a good understanding of children's individual access needs and the resources needed to accommodate these.</p>	<p>SENDco</p> <p>SENDco</p>	<p>On going</p> <p>On going</p>	<p>SEND information is readily available and easily accessible for all</p> <p>All children are able to access a suitably adapted curriculum</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDco and the headteacher.

It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy