

# The Willows Primary School School Accessibility Plan 2021-2022

## Contents

<a href="#">1. Aims</a> .....	1
<a href="#">2. Legislation and guidance</a> .....	2
<a href="#">3. Action plan</a> .....	<b>Error! Bookmark not defined.</b>
<a href="#">4. Monitoring arrangements</a> .....	<b>Error! Bookmark not defined.</b>
<a href="#">5. Links with other policies</a> .....	<b>Error! Bookmark not defined.</b>

---

### **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.

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, the complaints procedure sets out the process for raising these concerns.

## **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 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. 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		
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources and displays include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• Some of our pupils have an individual learning plan and these are reviewed termly.</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>• There is a separate SEND provision for children not able to access learning in a mainstream class</li> </ul>	Further develop inclusive, quality first teaching.	Learning walks completed by SENDCo to monitor the current QFT.	SENDCo	Ongoing	Increased access to the curriculum. Needs of all learners met with reasonable adjustments.		
		Continue to deliver training to all staff which helps them to become more aware of specific barriers which may affect pupils.	Deep dives to include SENDCo to ensure that provision for pupils with additional needs is sound.		Ongoing		Lesson observations and data shows that children are making progress and are accessing QFT which moves them on in their learning.	
			Consider further building work and adaptations to create more space both inside and outside for the Beehive.		Further CPD for teachers.	Ongoing		Pupils with SEND are included within the curriculum with little time lost to learning due to medical, physical or SEMH needs.
					Arrange Outreach support when needed.	Ongoing		
		Ensure medical training is up to date	Ongoing					
SLT to meet to consider the space at the Bridge can be used to support the needs of any children at the Willows	End of 2022 academic year.							

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"> <li>• Ramps to exterior of building</li> <li>• Chair lift in quad and in hall/ dining room</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Contrast edgings on stairs for VI children</li> <li>• Fobbed access to maintain site security</li> </ul>	<p>Ensure that we have appropriate emergency plans in place for wheelchair users or for those who are unable to access stairs.</p>	<p>To review emergency exit plans for disabled pupils on the first floor.</p> <p>Create personal evacuation plans for children where needed</p> <p>Paint contrast strip on the edge of the stairs in the quad</p>	<p>Karen Brown</p>	<p>July 2022</p>	<p>The school is accessible to visitors, and adaptations put in place where necessary.</p> <p>Personal evacuation plans are in place where required.</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 all pupils and families</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Allergy booklet with pictures to share key medical information</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Use of See Saw accessible on phones to ease communication</li> <li>• List kept of parent with literacy difficulties so communication is made verbally, or supported</li> </ul>	<p>Ensure that those with English as an additional language are able to access the information shared by school.</p> <p>Ensure that those adults with literacy difficulties are able to access information</p>	<p>To review the dissemination of information to ensure that it meets the needs of growing numbers of EAL parents.</p> <p>Look at the translation of the website to ensure this is effective.</p> <p>Review procedures for sharing information with supply staff.</p> <p>Make sure that information about adult literacy difficulties is shared.</p>	<p>Karen Brown</p> <p>One Education</p> <p>SENDCo</p>	<p>July 2022</p>	<p>All families are able to access dissemination of information and be able to respond to school communications</p> <p>All staff in school will be immediately aware of significant health or SEND needs of children in the class they are to work in</p>

