

Upton Westlea Primary School



Accessibility Plan

Date plan last reviewed: 1st Sept 2023

Signed by:

K Carruthers

September 2023

Headteacher

Date:

E Bytheway-Jackson

December 2023

Chair of governors

Date:

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. The Accessibility Audit
4. Planning duty 1: Curriculum
5. Planning duty 2: Physical environment
6. Planning duty 3: Information
7. Monitoring and review

Review Due: 1st Sept 2026

Statement of intent

This plan outlines how Upton Westlea aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Additional Needs Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- GDPR Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an Accessibility Audit on a regular basis. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Target	Strategies	Responsibility	When	Success Criteria	Review
Ensure classroom support staff have specific training on disability issues	TAs access appropriate training e.g. -De Escalation -Team Teach -Sensory impairment -Epilepsy training -Asthma training	SENCO / SLT	As identified by TA meetings with HT / SENCO	Raised awareness of SEND reforms Raised awareness of conflict spiral and de-escalation strategies Signpost to resources to support in classroom	
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required. Information sharing with all agencies involved with child (Action for Inclusion)	SENCO / SLT	When required	All staff aware of individual needs.	
Use ICT software to support learning	Ensure software is installed where needed	Paul Lewis, SENCO / SLT	When required	SEND pupils able to access the curriculum more effectively with improved visual aids. iPad or similar with VI applications to support visually impaired children.	

Educational visits accessible to all	Risk assess new venues for appropriateness	Class teacher / EVC	As required	All pupils within school able to access all educational visits and participate in a range of activities.	
Ensure PE curriculum is accessible to all.	Research accessible PE and disability sports. Ensure curriculum is tailored to individual need.	Class Teachers / PE Subject Lead	As required	All pupils to access PE curriculum and have opportunity to participate and excel.	
Meet need of pupils with temporary physical difficulties (broken limbs/operations)	Risk assessments completed with parents and staff. Additional staff to support if appropriate.	SENCO / SLT	As required	Individual pupils will have their needs met with appropriate support and resources.	
Continue to provide support for Young Carers school.	Class teachers to Inform Safeguarding Lead / Learning Mentor of circumstances. Direct access to Safeguarding Lead / Learning Mentor for families Special activities to acknowledge their inspiring contribution to family and school.	SENCO / Learning Mentor / Safeguarding Lead / SLT	As required	Young carers identified and supported resulting in appropriate adjustments being made and an increase in self-esteem. The profile of young carers will be raised amongst staff.	

Continue to provide support for bereaved children	Class teachers to Inform Safeguarding Lead / Learning Mentor of circumstances. Direct access to Safeguarding Lead / Learning Mentor for families	SENCO / Learning Mentor / Safeguarding Lead / SLT	As required	Bereaved children identified and supported. Appropriate adjustments made.	
---	---	---	-------------	--	--

Planning duty 2: Physical environment

Target	Strategies	Who	When	Success Criteria	Review
Ensure school is aware of access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of IEP / Health Care plan processes Be aware of access needs of staff, parents/carers, governors and meet as appropriate	SENCO / SLT / Class Teacher	As required During Induction and as required	IEPs and/or Health Care plans in place for disabled pupils and all staff aware of individual needs	

Layout of school to allow access for all pupils to all areas	Liaise with Specialist Teacher of the Visually Impaired, Mobility Officer, OT's, Physio etc (Multi-Agency approach)	SENCO / SLT / Class Teacher	As required	Site secure and safe for all pupils	
Ensure all disabled pupils can be safely evacuated	Ensure all 1:1 staff are aware of their responsibilities.	SENCO / SLT / Class Teacher	As required	All disabled pupils and 1:1 staff are safe in the event of a fire	
All fire escape routes are suitable for all	Health and Safety Audit. Health and Safety walk rounds Regular fire drills (half termly)	HT / Site Maintenance Officer / SLT / Class Teacher / Fire Warden	Annually (but also on-going)	All disabled pupils, staff and visitors able to evacuate safely.	

Planning duty 3: Information

Target	Strategies	Who	When	Success Criteria	Review
Provide access to translation services for parents / pupils for whom English is an additional language.	Connect to Google Translate / Language Line service as required .	Learning Mentor / SENCO / Class Teacher	As required	Parents are able to understand and respond to school's communication about the needs of their child/children. Pupils are able to access learning within class and support parents with their understanding.	
Ensure information to parents/carers is accessible to all	Learning Mentor to support parents to access information and complete forms	Learning Mentor / Admin / Class Teacher	As required	All parents able to access appropriate information and complete forms. All parents receive information in their preferred way.	
Child SEND Profiles to be accessible	Provide information in clear, concise language	SENCO / Class Teacher	Annually	Staff aware of pupil's preferred method of communication.	

Monitoring and review

This plan will be reviewed 3-yearly by the governing board and headteacher however updates can be made intermittently. The next scheduled review date for this plan is 1st September 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.