

WESTGATE PRIMARY SCHOOL

Accessibility Plan

2023 - 2026



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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s ‘Guidance on Statutory Policies for Schools’. The Plan must be reviewed every three years and approved by the Governing Body. The current Plan will be appended to this document.

At Westgate Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Westgate Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding and adapting the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

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- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Westgate Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will address the need to continue raising awareness for staff and governors on equality issues

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Relationships and Regulation Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Improvement and Development Plan
- Supporting Pupils with Medical Conditions Policy
- Special Educational Needs and Disabilities Policy

The Accessibility Plan will be published on the school website and will be monitored through the Governor Finance and Premises Committee

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment for all people including visitors who may have a disability
- Improve the delivery of written information to pupils parents and staff

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of our annual data collection process and through a survey of parents' views.

Physical Environment

Disabled pupils participate fully within the curriculum and in extra-curricular activities. Some aspects of extra-curricular activities present challenges, for example: lunch and break times for pupils with social / interaction difficulties and school trips for pupils with medical needs.

Curriculum

Some areas of the curriculum present particular challenges for pupils with a disability, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a one storey building with wide corridors and several access points from outside. All classrooms and both halls are accessible to all.

On-site car parking for staff and visitors includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped. The main entrance features a secure lobby and has a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one near the school entrance, easily accessible for visitors and one in the Medical Room. These are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked

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5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced and the Governors and Senior Leadership Team will work closely with the Local Authority when necessary .

6. Action Plan

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
PHYSICAL ACCESS	All previous targets achieved, no further physical access developments needed at this time.				

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
CURRICULUM ACCESS	Establish SEND Champions within the staff team to provide specialist support in specific areas of SEND.	Recruit and offer CPD for the SEND Champions.	All teachers/ TA's are more able to meet the requirements of pupils with additional needs and disabilities	Ongoing until and beyond December 2026	
	Provide training for teachers / TA's on differentiating the curriculum for children with additional needs and disabilities	Undertake an audit of staff training requirements	All teachers will use strategies to make their classrooms inclusive. All classrooms will be	Ongoing until December 2026	
			Dyslexia Friendly and staff	By July 2023	

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	<p>Making our classrooms more inclusive for a wider range of needs.</p> <p>Ensure our school and our classrooms are 'Dyslexia Friendly'.</p> <p>Support children with reading difficulties to access the curriculum more easily.</p>	<p>CPD on this and other areas of SEND.</p> <p>Audit of school environment, CPD, Continue running the IDL Programme</p> <p>Better Reading Programme</p> <p>Use Visual Stress assessment Pack for children throughout the school experiencing difficulty with reading – <i>This needs to be removed as we are no longer advised to use this pack and assessment must now take place by a Specialist</i></p> <p>Needs to be replaced with – Pupils who have been assessed by a Specialist and have been confirmed to experience Visual Stress, will be provided with coloured overlays, paper and books, specific</p>	<p>will be confident supporting pupils with Dyslexia</p> <p>All children will achieve their potential in each year group. Greater number of children are to achieve Expected or better at the end of KS1</p> <p>Targeted children will make age-appropriate progress</p> <p>Children will find reading more accessible by using appropriate coloured overlays.</p> <p>Greater number of children are to be at the level expected for their age, in relation to speech and language</p>	<p>Ongoing until December 2026</p> <p>Dyslexia CPD Training - January 2023</p> <p>Ongoing until December 2023</p> <p>July 2023 July 2025 July 2025 July 2026</p> <p>Ongoing until December 2026</p>	
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		to their need			
	More children to make expected levels of progress in literacy and numeracy in across the school.	Termly assessments Tracking of progress. Targeted intervention groups including those affected by the pandemic	Children with SEN, particularly ASD, will make a smooth transition to the next year group	Ongoing until December 2026	
	Support pupils with Speech Language and Communication Difficulties to access the curriculum more easily	Staff will implement Speech and Language Therapy Programmes for individual pupils, as advised by NHS Speech Therapists and Happy Talk Speech Therapist (commissioned by school) NHS Speech Therapists. Employ the services of Happy Talk Speech Therapy Service. Implement Talk Boost Intervention within Year 1 – this needs to be removed as it was delivered by Sharon in an afternoon	Children and families with additional needs will be identified and supported in school and in the community. Pupils are able to achieve the expected amount of progress.	Ongoing until December 2026 Ongoing until December 2026	
	Prepare children with SEN for yearly transition from Year Group to Year Group	Visits to next year's classroom to meet the teacher and become familiar with the physical layout. Make a visual photo		Ongoing until December 2026	

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	<p>Support the quality-first-teaching agenda in school by developing links and close working practices with Specialist Teachers and External Agencies.</p> <p>Provide a greater amount of support for pupils from disadvantaged backgrounds</p> <p>Provide more support in school for children with SMEH - SEMH</p>	<p>book for use in the holidays for children with ASD and SEMH.</p> <p>The Inclusion Lead will work with Specialist Teachers and External Agencies to support children and families.</p> <p>Fortnightly Monthly 'Inclusion Drop In' Sessions will be offered to parents</p> <p>The SENCO will meet with staff termly and additionally when relevant to share info about the children and families they are working with.</p> <p>Termly assessments Tracking of progress. Targeted intervention groups / Pupil Premium</p> <ul style="list-style-type: none"> • Inclusion Support Staff in Key Phases • Thrive Intervention • Nurture Groups (when required) • Social Skills Intervention e.g. Lego Therapy • Moving Mindsets Mental Health Worker (Barnados) 	<p>Pupil Passport / Regulation Plan Implemented when necessary</p> <p>Children with SMEH will be identified and supported in accessing school life effectively.</p> <p>Pupils with complex and / or specific high levels of need are supported well to aid communication and well-being.</p>	<p>Ongoing until December 2026</p> <p>Ongoing until December 2026</p>	
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	Establishment of a Sensory Room to support pupils with ASD / SEMH needs in Reception	<ul style="list-style-type: none"> • Educational Psychologist • Access to CAMHS • Play Therapist for identified children eg through CANW • Request Stepping Stones intervention as appropriate <p>CPD on Mental Health and Wellbeing</p> <p>Sensory room completed and timetabled for children to access across the school where appropriate.</p> <p>Pupils across school to access Thrive Spaces and the Potting Shed Nurture Room where appropriate</p>	Pupils are able to progress well according to their specific needs.		
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	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
ACCESS TO INFORMATION	<p>Continue to develop and keep the school's website up to date</p> <p>To continue to develop communication with parents</p>	<p>Ongoing input from ICT Co-ordinator / Technician</p> <p>-Notice Boards -Face Book Page -Website -Inclusion Drop In Sessions</p>	<p>School's website will be updated regularly and available to all on-line.</p> <p>To ensure school is able to communicate information to parents effectively</p>	<p>Ongoing until December 2026</p> <p>Ongoing until December 2026</p>	

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		<ul style="list-style-type: none">-Polish Speaking Staff to assist communication with Polish speaking parents-Develop Language options on website- The Use of 'Scopay'	To allow parents to communicate with school more effectively		
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This Plan will be reviewed annually over the three-year period.

PLEASE NOTE – ELEMENTS MAY BE SUBJECT TO CHANGE IN LIGHT OF LEGISLATION IN LIGHT OF THE CURRENT SEND GREEN PAPER AND THE WHITE PAPER PUBLISHED IN 2022.