

Westwood Primary School Accessibility Plan



Approved by:	Rae Aldous	Date: 22/11/22
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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 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.

We have included a range of stakeholders in the development of this accessibility plan, including 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Reasonable adjustments

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include:

- changes to physical features - for example, creating a ramp so that students can enter a classroom;
- providing extra support and aids (such as specialist teachers or equipment).

School Accessibility Plan : Westwood Primary School : School Year September 2022 – September 2025

Development area	Targets	Strategies	Outcome and by when	what this will look like when our goal is achieved
Curriculum delivery.	Classrooms are organised to enable all children to access the learning.	Guidance from specialists (hearing impaired service, autism service) taken in arranging classrooms for maximum benefit to disabled pupils. (SALT team; OT; CAMHS)	Monitoring indicates disability/SEN taken into account in organising the environment for learning	Disabled pupils able to access learning environment effectively.
Curriculum delivery/ delivery of materials in other formats.	Individual statement and school support targets are used by classroom staff and additional time requirements in practical work are understood and planned for. Visual timetables and visual clues are in place for pupils with ASD and BESD needs and for those that need individual reminders.	SEN information available to all staff and further training on implementation and differentiation of curriculum as required. Guidance from specialists at the CIR and PRU taken in developing the differentiated curriculum for named individuals.	Monitoring indicates differentiation in place targeted at disabled/SEN/ other nominated pupils.	Disabled pupils able to access curriculum more effectively.



Evacuation of all children and staff in the event of a fire				
	Ensure that all disabled pupils can be safely evacuated	Annual update of Personal Emergency Evacuation Plans for all children Annual review of system to ensure all staff are aware of their responsibilities		All disabled children and staff working with them are safe and confident in event of fire. "