



# Accessibility Plan 2023 – 2026

July 2023

## **Purpose**

This plan shows how Wallbrook Primary School aims to increase the accessibility of its school for disabled pupils, staff, parents/carers and visitors in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

## **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities.

## **Contextual Information**

The school building is all on one level. There are two playgrounds which are all lower than the school building – there is access available for pupils and adults with disabilities.

## **Current range of known disabilities in school**

The school has children with a range of learning difficulties and disabilities from all four areas of need, as defined by the SEND Code of Practice (2014):

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

There are also a number of children with recognised medical conditions such as asthma, diabetes and nut allergies.

## Areas of planning responsibilities

- 1) **Increasing the extent to which disabled pupils can participate in the curriculum** (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- 2) **Improving the physical environment of schools** (this includes improvements to the physical environment of the school and physical aids to access education).
- 3) **Improving the availability of accessible information to disabled pupils** This part of the duty covers planning to make written information normally provided by the school to its pupils – such as all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

## Audit

| Feature           | Description  | Actions  | Person Responsible           | Date for completion               |
|-------------------|--|--|------------------------------|-----------------------------------|
| Number of Storeys | 1  | N/A  | N/A                          | N/A                               |
| Corridor Access   | 3 corridors all 1 level  | N/A  | N/A                          | N/A                               |
| Lifts             | 0  | N/A  | N/A                          | N/A                               |
| Parking Bays      | 1 disabled space (34 Bays)   | N/A  | N/A                          | N/A                               |
| Entrances         | 1 main entrance<br>Classroom doors have a step                           | N/A<br>Portable ramp available if needed   | N/A<br>SENCO / Class teacher | N/A                               |
| Ramps             | 1 to main entrance (4 entrances)   | N/A  | N/A                          | N/A                               |
| Toilets           | Children's – 6 sets<br>Adults – 3 (1 disabled)<br>Care room – 1 disabled | Toilet refurbishment to include toilet with disabled access in all pupils' toilet blocks | Site Manager<br>HT           | In line with refurbishment plans. |

|                         |  |  |  |  |
|-------------------------|--|--|--|--|
| Reception area          | 1  |  |  |  |
| Internal signage        | All emergency exits and call points clearly marked |  |  |  |
| Emergency escape routes | 23<br>26 call points                               |  |  |  |

## 1. Increasing access for disabled pupils to the school curriculum.

| Target  | Strategies   | Time-scale | Responsibility                                       | Success Criteria  |
|---|--|------------|--|---|
| All educational visits to be accessible to all  | <p>Personalised risk assessments &amp; action plans for pupils where appropriate.</p> <p>All activities and visits are staffed appropriately in terms of numbers and expertise of staff</p> <p>Ensure new venues are checked prior to visit.</p> <p>Ensure individual risk assessments are completed for pupils with a physical disability that requires this</p>  | On-going   | SC to support with risk assessments.<br>Group leader | All visits are fully inclusive and are accessed by all pupils                       |
| After school club/breakfast clubs to be inclusive and accessible to all   | <p>When the club is run by school staff, the school will ensure the provision is for all pupils. They will liaise with the Class Teacher and the SENCo to ensure that they are aware and meet their individual needs.</p> <p>When the club is provided by external agency, it is the responsibility of the agency to liaise with parents of the specific needs of children attending and to arrange for those needs to be catered for, in collaboration with school.</p> | On going   | Group leader   | All clubs are fully inclusive and are accessed by all pupils that want to take part |
| To ensure that teaching is differentiated to meet the needs of all pupils so that they can fully access the curriculum, including the use of computing. | <p>Provide staff training to ensure that staff are aware and using a graduated approach to SEND.</p> <p>Pastoral support, adapted planning, S&amp;L programmes.<br/>Access arrangements for assessments.</p>   | On going   | SLT  | SEND pupils make appropriate progress from their starting point in each class.      |

|   |   |         |                |   |
|---|---|---------|----------------|---|
|   | Ensure appropriate software is installed and that equipment meets the needs of individual pupils e.g. an enlarged keyboard  |         |                |   |
| Appropriate use of specialist equipment to benefit individuals.                     | Equipment appropriate to pupils' needs provided.<br>Sensory cushions, sloping boards for writing, enlarged print, coloured overlays, Hearing impairment equipment.  | Ongoing | SENCO<br>Staff | Pupils mental well-being is catered for & pupils achieve positive outcomes. |
| Liaise with outside agencies and families of pupils with Special Educational Needs. | Parents & staff to be signposted to agencies that can offer support.<br>School to access support for pupils from outside agencies such as:<br>Visual Impairment Service<br>Hearing Impairment service<br>Speech & Language service<br>Occupational Health<br>CAMHS<br>Autism Outreach | Ongoing | SENCo<br>Staff |   |
| To review policies to ensure that they reflect inclusive practices and procedures.  | Ensure when policies and procedures are reviewed that they comply with the Equality Act 2010.   | Ongoing | SLT            | Policies reflect inclusive practise.  |

## 2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

| Target  | Strategies  | Time-scale | Responsibility                                    | Success Criteria   |
|---|---|------------|---|--|
| The school is aware of the access needs of parents/carers, staff, governors and regular visitors to the school          | Be aware of these needs and meet as appropriate.<br>Encourage the individual to discuss their access needs with an appropriate member of staff.<br>Make any arrangements necessary to meet these needs.<br>Risk assessments in place as appropriate | On going   | Principal   | Parents/carers staff, governors and regular visitors to the school can access appropriate parts of the building                    |
| To be aware of the access needs of individual disabled pupils   | Risk assessments in place for individual pupils accessing PIMIS.<br>Risk Assessments and PEEPs shared with all relevant staff.  | On going   | SC/SENCO  | Risk assessments to meet the access needs of individual pupils   |
| To make appropriate adaptations to the school environment.  | Advice sought from external specialist involved with the child.<br>Discussion with Building Surveyor regarding changes that could be made to the environment.   | On going   | Site Manager                                      | Every effort is made to adapt the building to meet the needs of an individual child, member of staff, governor, parent or visitor. |
| Ensure hearing & visual environment in classrooms is regularly monitored to support hearing & visually impaired pupils. | Seek support from Trust HI & VI advisory teachers as needed.  | ongoing    | SENCO<br>Class teachers<br>Trust specialist staff | All children have access to the appropriate environment  |

### 3. Improving the availability of accessible information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

| Target  | Strategies   | Time-scale | Responsibility   | Success Criteria   |
|---|--|------------|--|--|
| To ensure that printed materials are adapted to meet individual need.   | <p>Take advice from specialist services as necessary.</p> <p>Make adaptations and respond accordingly.</p> <p>Enlarge print and copy onto different coloured paper for worksheets and reading materials.</p> | On-going   | Class Teachers<br>SENCO  | Printed material used in the classroom is accessible to all pupils.                    |
| Be aware of parents who may need information printed in a different format or language.   | Encourage parents to discuss needs with an appropriate member of staff. Respond accordingly. Make use of on-line translation materials and programmes.   | On-going   | Class Teachers<br>SENCO<br>Computing Coordinator<br>Head Teacher | Printed materials sent home is in a format that meets the needs of individual parents. |
| Ensure that reasonable adjustments have been made for parents with disabilities so that they can fully support their child's education. | <p>Liaise with families to identify any needs</p> <p>Liaise with external agencies to provide support and specialist advice where appropriate.</p>   | Ongoing    | SLT  | Parents can fully support their child's education.                                     |