



Winlaton West Lane Community Primary School

	Accessibility Plan
Issue date:	November 2022
Review period:	3 years / following significant event

- 1 At Winlaton 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.
- 2 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.
- 3 Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 4 Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and guidance

- 5 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.
- 6 The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.
- 7 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.

- 8 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.

Monitoring

- 9 This document will be reviewed every 3 years via consultation with and approval by the Governing Body. It will also be reviewed in the light of any significant event or finding.
- 10 It will be approved by the governing body and the head teacher.

Appendix 1: Action Plan

Aim	Good practice	Objectives	Action	Who	When
Provide full access to the curriculum for all children.	<p>The curriculum is configured to increase children's independence as learners.</p> <p>The curriculum is differentiated to meet the skills and abilities of all children.</p> <p>Curriculum progress is tracked for all pupils. Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Teachers evaluate skills and attainment in their area to ensure that all children are making good progress.</p>	<p>SLT to lead on improving the quality first teaching that all children access in school.</p> <p>Subject leaders will regularly monitor their subjects to assess teaching and learning standards and create clear improvement plans.</p> <p>Maintain a portfolio of support material to evidence how all children receive emotional and social support in school.</p>	<p>SLT Subject Coordinators</p> <p>Subject Leader</p> <p>FSW/DSLs</p>	<p>On going through Training Day and CPD Staff Meeting Training Day</p> <p>Regular and Ongoing updates in CPOMs</p>
Maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Ramps. Corridor width. Disabled parking bays. Disabled toilets and changing facilities. Library shelves at wheelchair-accessible height.</p> <p>Something about playground accessibility / OPAL?</p>	<p>Ensure all entry/exit points and toilet/changing facilities are accessible.</p> <p>Access to building is clear.</p> <p>Library/reading materials are accessible for all.</p> <p>To allow meaningful and engaging play opportunities for all children.</p>	<p>All ramps and toilet/changing facilities to be regularly reviewed for security / condition.</p> <p>Roadway to parking bays need to be kept clear.</p> <p>Suitable reading materials for all levels to be stored to allow independent access.</p> <p>Developing internal learning environments to make them welcoming and conducive to the use for that space.</p>	<p>Site manager</p> <p>Literacy Coordinator to oversee this but all staff working classrooms</p> <p>All staff</p>	<p>Annually/ongoing</p> <p>Ongoing</p>
Improve the delivery of information to pupils with SEND	<p>Use of a range of communication methods to ensure information is accessible. This includes:</p> <p>Internal signage Large print resources Pictorial or symbolic representations</p>	<p>To ensure all have good access to information throughout school</p>	<p>Ensure communication and signage is clear throughout school and provision covers the needs of the whole school community.</p>	<p>All staff SENDCo to lead on this</p>	<p>Ongoing</p>

	PECS, Makaton, Picture symbols and visual timetables are well established systems of communication in school				
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