



# William Reynolds Primary School and Nursery

## Accessibility Plan

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Governing body signature:	

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## Statement of intent

This plan outlines how William Reynolds Primary School and Nursery 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
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection 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 annual Accessibility Audit. 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, ADHD and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term 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.

**Focus: Increase access and participation to the curriculum for pupils with a disability:**

Aim	Current good practice	Actions to be taken	Outcomes	Time Frame
<p><b>Ensure the school curriculum is fully accessible to all pupils including those with a disability.</b></p>	<p>Use of visual timetables</p> <p>Additional aids available e.g. pencil grips, coloured overlays. A3 privacy boards, fidget spinners.</p> <p>Specialist agencies to visit regularly to support staff, pupils e.g OT, EP, LSAT, SIS.</p>	<p>Ensure all staff have access to information - Distribute class overview at beginning of each year.</p> <p>Identify and address training needs of staff to understand and meet the needs of disabled pupils.</p> <p>Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum.</p>	<p>Disability and Medical registers are up to date.</p> <p>Support staff and teachers receive appropriate training, including annual diabetic and epi-pen training.</p> <p>Disabled pupils to have access to equipment appropriate to their needs.</p>	<p>Start of each academic year.</p> <p>CPD identified through Performance Management Meetings.</p> <p>Ongoing</p> <p>Ongoing to meet identified need.</p>
<p><b>Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access as far as possible</b></p>	<p>Advice sought from specialist advisors.</p> <p>EHCP are used to create Individual APDRs (Assess, Plan, Do, Review) that ensure access to first quality teaching as well as</p>	<p>Parental and external advice sought as necessary including from specialist to input into HCP and Risk Assessments</p> <p>Risk assessments to ensure access to educational visits prior to visit.</p>	<p>Children with disabilities to access school trips, special events, after-school clubs etc.</p>	<p>Ongoing</p>

	individual programmes of study.			
<b>Aim</b>	<b>Current good practice</b>	<b>Actions to be taken</b>	<b>Outcomes</b>	<b>Time Frame</b>
<b>Staff to be aware of Accessibility Plan and show that they are using it within their teaching and learning.</b>	Support for individual and their personalised needs identified in teachers planning.	Revisit Statement annually, share progress/ outcomes with staff.  Review curriculum with other policies in line with review cycle to ensure they clearly define their role in promoting equality for all members of the school and community.	Inclusion Statement, policy and practice permeates all aspects of the life and work of the school.  Inclusion Statement is reflected in all policy documentation.	Ongoing  Ongoing as documentation is reviewed.



**Focus: Improve and maintain access to the physical environment, so that disabled pupils can take better advantage of the education, benefits, facilities and services on offer:-**

Aim	Current good practice	Actions needed	Outcomes	Time frame
<p>Access for disabled members of the school community is considered.</p>	<p>School is accessible for wheelchairs with wide door frames.</p> <p>Some of the classrooms are large to accommodate wheel chair access.</p> <p>Disabled toilet is available in KS2 area.</p> <p>Storage area (with mini fridge) in KS2 for children with diabetes.</p> <p>Storage area (cupboard) is available for equipment (next to Business managers office)</p>	<p>Advice of specialists sought if needed.</p>	<p>Clear and safe access around the school.</p> <p>Children with diabetes have private area supervised by trained staff for insulin injections.</p>	<p>As appropriate.</p>

**Focus: Improve the availability and accessible information to disabled pupils.**

Aim	Current good practice	Actions needed	Outcomes	Time frame
<p><b>School to be aware of services available for visually and hearing impaired children and those with other disabilities.</b></p>	<p>Pupils receive support from specialist services e.g OT, LSAT, SIS and EP.</p> <p>School web site has button in order for text to be read.</p> <p>School has trained TA who is able to adapt resources using computer and scanner for visual impaired pupils when required.</p> <p>Staff are trained by the SIS team to support pupils with hearing aids and visual impairments.</p>	<p>Continued access training for staff in order to meet the needs of individual pupils when and where appropriate.</p>	<p>School aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact to access help, support and guidance; and relevant training and development.</p>	<p>Ongoing</p>

### **Monitoring and review**

This plan will be reviewed on a 3 yearly basis by the governing board and headteacher. The next scheduled review date for this plan is June 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.