



Westvale Primary School – Accessibility Plan 2021-2024

Westvale Primary School is a popular school which caters for children aged between 3 and 11 years old. We provide a high quality education and our curriculum is enriched with real life experiences which encourage children to think imaginatively and make intelligent choices. Our school motto is: 'Striving for Excellence, Caring for All'.

We pride ourselves in having a hardworking and committed team of professional who strive to achieve the highest standards possible within a safe, happy and caring environment.

We see the education of our children to be a partnership between home and school and we work closely with parents as equal partners to ensure that the children's time at Westvale both enjoyable and successful.

Purpose of Plan:

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

This plan shows how Westvale Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

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.

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.

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 affect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities:

Increasing access for disabled pupils to the school 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) Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education) Improving the delivery of written 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. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information:

Westvale Primary School was opened in 1956. The FSU and Nursery are situated in the single storey part of the building whilst Y1 – Y6 are situated in the two story part of the building. Three classrooms, ICT Suite and Library are accessed by two sets of stairs.

Agencies on site are: City Learning Centre, Eden Children's Centre, Family Learning Team and Enrich Education, all accessible in the single storey part of the building.

The main reception area has wheelchair access as do all Agencies on site. A disabled toilet is available in the main reception area of the school.

At present we have no wheelchair dependent pupils or members of staff. We have had a small number of parents and grandparents who are wheelchair dependent.

Current Range of known disabilities:

The school has children with a range of disabilities moderate, specific and complex learning disabilities including autism.

We have a small number of pupils who have a visual impairment. We have a small number of pupils with physical disabilities.

Increasing access for disabled pupils to the school curriculum:

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child

had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time - Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. CPD for dyslexia, differentiation and recording methods.	On going and as required in partnership with appropriate external agencies.	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs. Staff access appropriate CPD Online learning modules if required.	As required.	SENCO	Raised confidence of support staff.
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child.	As required.	SENCO	All staff aware of individual needs.
Use ICT software to support learning.	Make sure software installed where needed.	As required.	SENCO	Wider use of SEN resources in classrooms
All educational visits to be accessible to all.	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness.	As required.	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities.
Review PE curriculum to ensure PE accessible to all.	Gather information on accessible PE and disability sports. Promote disabled sports people as role models.	As required.	PE co-ordinator	All to have access to PE and be able to excel.

Improving access to the physical environment of the school:

Westvale Primary School is continuing to grow and develop – we have a Rainbow play zone on the school playground, partly funded by the Big Lottery. FSU now has an outside storage canopy / play area for children to enable children to do activities under cover in all weathers.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	To create access plans for individual disabled pupils as part of the PPP process when required.	As required.	SENCO	PPPs in place for disabled pupils and all staff aware of pupils needs.
	Be aware of staff, governors and parents access needs and meet as appropriate.	Induction and on-going if required.	Headteacher	All staff and governors feel confident their needs are met.
	Through questions and discussions find out the access needs of parents/carers through newsletter.	Annually	Headteacher	Parents have full access to all school activities.
	Consider access needs during recruitment process Ensure staff aware of Environment Access Standard.	Recruitment process.	Headteacher	Access issues do not influence recruitment and retention issues.
Layout of school to allow access for all pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign.	As required.	Head/ Governors/ Site manager/ LA Surveyor.	Re-designed buildings are usable by all.
Improve signage and external access for visually impaired people.	Yellow strip mark step edges.	On going	Site Manager	Visually impaired people feel safe in school grounds.
Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with	As required	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire.

	difficulties. Develop a system to ensure all staff are aware of their responsibilities.	Each September.	SENCO	
Ensure accessibility of access to IT equipment.	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils.	On-going and as required Software may be required as required.	IT	Hardware and software available to meet the needs of children as appropriate.
Ensure hearing equipment in classrooms to support hearing impaired.	Seek support from Sensory Impairment team on the appropriate equipment.	As required.	Sensory Impairment Team.	All children have access to the equipment.
All fire escape routes are suitable for all.	Make sure all areas of school can have wheelchair access.	On-going and as required and as appropriate.	LA Site Manager	All disabled staff, pupils and visitors able to have safe independent access.

Improving the delivery of written 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. Examples might include newsletters, handouts, 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.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and	During Induction On-going	All Key Stages /School office. School Office	All parents receive information in a form that they can access.

	complete school forms. Ensure website and all documents accessible via the school website can be accessed by the visually impaired.	Current	Administrator and technician.	All parents understand what are the headlines of the school information.
All parents understand what are the headlines of the school information.	Provide suitably enlarged, clear print for pupils with a visual impairment.	As Required	Office	Excellent Communication.
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia and accessible information.	On going.	SENCO	Staff produce their own information.
Annual review information to be as accessible as possible.	Develop child friendly IEP review formats.	On going	SENCO	Staff more aware of pupils
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible.	As required. Currently being Provided for parent.	SENCO	Pupils and/or parents feel supported and included.
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	2016	Office	All can access information about the school

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the headteacher.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy