

West Ashton Church of England Primary School



Accessibility Plan

‘You will shine among them like stars in the sky.’

Philippians 2:15 (NIVUK)

Accessibility Plan

At West Ashton Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

West Ashton School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The West Ashton School Accessibility Plan shows how access is to be maintained and improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

- The school is located on a single site
- Entrances to all classes are flat
- There is provision of a disabled toilet
- Corridors are wide enough for a wheelchair
- The playground is accessible to all children

Objectives

West Ashton Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The West Ashton Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies and documents:

- Behaviour Management Policy

- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Development Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Possible Accessibility Issues	Situation at Present	Action/objective	Time scale	Person(s) involved	Monitoring
Achievement of pupils	Because of the size of our school all pupils receive support to meet their needs regardless of gender, race, disability. Data shows no obvious inequality in achievement, All pupils attend educational visits	Continue to use AFL and Classroom Monitor regularly and provide additional support and intervention	ongoing	Teachers and Teaching Assistants	Regular HT, teacher, IC meetings to monitor progress and impact of support
Sports	All pupils are given an equal opportunity to participate in sports. We promote inclusion	Continue to offer sports to all pupils	ongoing	Teachers, teaching assistant, PE co-ordinator Sports coaches	List of pupils participation
Staffing	Recruitment - all positions advertised are open to males and females, applications from disabled people etc. are welcome. Applications are judged strictly on merit	To ensure all applications are considered purely on merit	As and when vacancies arise	Governor/ HT	Governor/ HT

Possible Accessibility Issues	Situation at Present	Action/objective	Time scale	Person(s) involved	Monitoring
Use of supply teachers	We contact an agency who supply teachers both male and female, depending on availability. Any preferred choice is based on relationships with the pupils and ability to follow the schools discipline code and teaching ability.	To ensure appropriate supply cover obtained to promote continuity and progression in children's learning	ongoing	HT/teachers	Regular HT/Teacher meetings to monitor progress and impact of teaching
Students inc work experience	Placements are encouraged from both males and females Placements are welcome from those with disabilities	To ensure all students receive appropriate training and that trainee teachers promote continuity and progress in children's learning	As and when student s are in school	HT/ student mentor	Mentor meetings with the student Regular HT/teacher meetings to monitor progress and impact of support
Outside agencies	Male and female nurses, educational psychologists, BSS, SEN team etc. are welcome into the school	To ensure all pupils have access to appropriate support	As and when required	HT/SENCO/teachers	HT/SENCO regular meetings to monitor progress and impact of support
Governors	Positions are open to all. If we are in the fortunate position of having more governors than places the schools needs will be paramount	To ensure the school is well governed	As and when vacancies occur	Chair of governors/HT Governor services (if required)	Annual review of the Governing body

Possible Accessibility Issues	Situation at Present	Action/objective	Time scale	Person(s) involved	Monitoring
Policies	Policies regularly reviewed	To ensure all policies are considered and meet any statutory duty and government guidance	Ongoing - whenever new policies are written	HT/Teacher/Governors	Governors Policy reviews
School improvement and development plan		To ensure when plan is written explicit mention is made to accessibility- if applicable	ongoing	HT/Teacher/Governors	Governors meetings, reviews of Development plan
Procurement	Services are requested without reference to disability	To continue to ensure all services are requested based on the needs of the school	ongoing	All staff	Copy of orders and requests
Outdoor Learning	Researching possibilities for developing this area at the school	To set in place an outdoor learning programme led by school staff	To be in place by end 2018/19	Head teacher to lead and TAs to be trained	Head Teacher to assess outcomes

Approved by Governors:
Review date: July 2020