Winterbourne Earls CE Primary School

Accessibility Plan

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In our school community we nurture strong relationships forming a secure foundation from which our children can flourish. We promote positive mental health and emotional well-being for all, and grow as a family recognising our unique contributions so that we are stronger together than we are apart.

Statement
At Winterbourne Earls CE Primary School we are committed to ensuring equal treatment for all, including those with any form of disability. By 'all' we mean anyone involved in the school community including employees, pupils, parents, carers and governors.

We will reduce and eliminate the barriers to accessing the curriculum and will ensure full participation in the school community for pupils, and prospective pupils, with a disability.

We will reduce and eliminate barriers to adults with a disability, be they staff, parents, carers, governors and all prospective individuals to ensure their full participation in the life of the school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

We seek to foster a positive response to disability among all members in our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2014 Framework:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the at the school and of society
- Preparing pupils at the school for the opportunities, responsibilities and experiences of later life

Although this plan is a requirement for pupils, the school also has duty to staff and visitors, who will benefit from any amendments, in particular in relation to the building access.

The Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The equality duty covers the nine protected characteristics; age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The governing board is required by law to prepare an accessibility plan and "further such plans at such times as may be prescribed". This purpose of this document is to plan for:

- Increasing the extent to which disabled pupils can participate in the school's curriculum (See table 1 access to curriculum)
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school (see table 2 access to the physical environment) and
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled (table 3 access to information)

Definition of Disability

Disability is defined by the Equality Act 2010 as:
"When a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities"

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Action Plan

To audit school resources to check a range of resources/materials are available for everyday use for pupils and staff. If a child or adult with a specific disability which has not already been catered for comes to the school on a regular basis their needs will be addressed as a priority.

Linked Plans and Policies

- School Development Plan
- SEND Policy
- Equality Information and Objectives and Equality Statement
- Emergency Plans

Table 1 – Access to the curriculum

As part of these activities the school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professions from the local NHS Trusts.

Item	Target	Strategy	Timescale	Responsibility	Success Criteria
1	To identify children allocated to Winterbourne Earls Primary School for Oak class for the next academic year who need provision made	At least one visit per child to settings providing pre-school provision More than one visit for children identified as needing	May to early September annually	EYFS team and (D)HT	Provision set in place ready for when the child(ren) start school
2	To establish and maintain close liaison with parents	Parent of children with SEND Plan are invited to review the Plan with the class teacher and/or SENDco termly	Termly	Class teacher/ SENDco	Parents of children with special education needs feel involved in supporting their child
3	To establish and maintain close liaison with outside agencies for pupils with additional needs	Time allowed for SENDco and other staff to attend network opportunities Time allowed for staff to attend relevant meetings with outside agencies Teaching staff are able to attend additional training	Ongoing	SENDco/Headteacher	All relevant staff have been able to attend relevant networking meetings for their role

The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably

- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of an inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

a) Improving Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. *[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]*

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. *[See checklist on page 30 of DfES Guidance.]*

c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. *[See checklist on page 30 of DfES Guidance.]*

The School will strive to ensure that it is aware of the needs of adults and children and regularly seeks data from parents and staff.

Short Term

Item	Target	Strategy	Outcome	Timeframe	Success Criteria
1	Ensure parents/carers with visual disability have equal opportunity to access information from school.	Highlight on all school documentation that goes to parents that it is available in larger print on request.	Format of documentation altered appropriately.	As required	The school reacts to the needs of both adults and children so that the curriculum is accessible.
2	Ensure the curriculum can be accessed by all children	Check timetables and resources are not a barrier to any individual or group's access to the curriculum.	All children access all aspects of the curriculum.	Ongoing	
3	Any redecorating work within the school is sympathetic to the visually impaired	Advice taken re lighting and colour schemes before any further decorating takes place	The school decorates in a way that is sympathetic to the VI	As required	
4	Collect data from parents about their needs and those of their children so that appropriate provisions can be made	Send out data collection sheets each September and collate information, sharing as appropriate	Senior leaders including the SENCo and appropriate staff can make adjustments as necessary	Ongoing	

Medium Term

Item	Target	Strategy	Outcome	Timeframe	Success Criteria
1	To ensure the school develops children's awareness of disability.	Ensure there are learning resources (books etc) that show positive examples of people with disabilities in a positive light Celebrate difference during whole school opportunities Invite people with disabilities in to School Use opportunities to show people with disabilities in a positive light: For example = Paralympics	When needed, the school provides written materials in alternative formats	As required	The school reacts to the needs of both adults and children so that the curriculum is accessible.

Long Term

Item	Target	Strategy	Outcome	Timeframe
1	Any future plans for further development will take DDA issues into account	Work with LA when planning modernisations	Where it can be reasonably achieved, the school building continues to be accessible for all	As appropriate