

# THE WILLOWS PRIMARY SCHOOL



## ACCESSIBILITY PLAN

Author:

Headteacher

Date:

September 2023

Review Date:

September 2026

Date approved:

Signed :

The Accessibility Plan is listed as a statutory document which must be reviewed every three years and approved by the Governing Body.

Under the Equality Act 2010 schools should have an Accessibility Plan. 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.

At The Willows Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Willows Primary School is committed to providing an environment that enables full curriculum access and 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 developing a culture of inclusion, support and awareness within the school.

The Willows Primary School aims to ensure equal access to all areas of the school for those with mobility and other impairments. We will take all reasonable steps to accommodate the needs of disabled persons within the physical limitations of our building.

In order to understand the needs of the disabled persons in our community we will:

- identify those persons who are disabled and those who develop a disability whilst part of our community, and disabled newcomers,
- understand their individual needs,
- assess the degree to which our facilities meet their needs,
- monitor (in the case of pupils) the degree to which they are able to participate in the normal activities of the school/curriculum
- monitor (in the case of pupils) the degree to which they are able to achieve their full potential

As school policies come up for review the Headteacher and Governing body (in the case of statutory policies), will review them to ensure that they do not inadvertently discriminate against disabled persons.

In many (possibly most) cases action to accommodate the needs of a disabled person will be taken by school staff at the time their disability becomes apparent. There will however be cases where legislation or changing social attitudes raise more generic issues which may require more specific action and capital investment. Identification of such actions will be the responsibility of the Head Teacher.

<b>ACTIONS REQUIRED</b>	<b>BENEFIT</b>	<b>How?/Who?</b>	<b>TIME SCALE</b>	<b>SUCCESS CRITERIA</b>
To seek the views of all children and families including those with SEND.	Improved information about the views of children with SEND and families.	Parent Questionnaires Disability Questionnaires	Annually	School understands views and needs of children with SEND and their families.
Staff training to meet the needs of children with disabilities and SEND, in particular children joining the school.	Staff are able to make appropriate provision for disabled children joining the school and moving year groups.	CPD Staff Meetings External training where appropriate	Ongoing	School understands needs of children with SEND
Staff/SENCO to identify appropriate equipment to support for SEND children in teaching and learning	School well equipped to support needs of SEND children and their families.	As part of pupil progress meeting discussion	Termly	Children will have equipment suitable to meet their needs.
Open access to all activities with appropriate support.	Ensure disabled children are given the opportunity to participate equally in all school activities both on and off site.	CT SENCO HT	Ongoing	School understands needs of children with SEND
Audit the representation of disabled people in teaching resources, especially in library and improve if necessary.	Ensure promotion in equality and diversity for all children through representation of teaching resources.	CT Library Co-ordinator SENCO and ENCO	Annually	Resources, especially library, reflect a range of disabilities.
Teachers' planning to identify specific interventions / support for SEND/disabled children.	Ensure that curriculum planning meets the needs of all groups of children in school.	CT SENCO	Ongoing	School understands needs of children with SEND and there is support in place.
Vulnerable children are identified before coming to school, relationships between school and parents are formed from an earlier opportunity.	To develop liaisons with pre-school settings and other schools for in year transition regarding vulnerable pupils.	HT and SENCO	Ongoing	The school is able to respond to emerging needs of disabled students and staff.
Ensure that policies and procedures reflect the needs of disabled children and staff.	School is aware of the access needs of disabled children, staff and parents.	HT Policy review schedule	Ongoing	The school is able to respond to emerging needs of disabled students and staff.
Ensure all staff about evacuation routes for disabled children.	Ensure that all disabled children can be safely evacuated.	Termly evacuation drills Evacuation policy	Ongoing	All disabled children and Staff, and staff working with them are safe and confident in the event of a fire or other causes of evacuation.