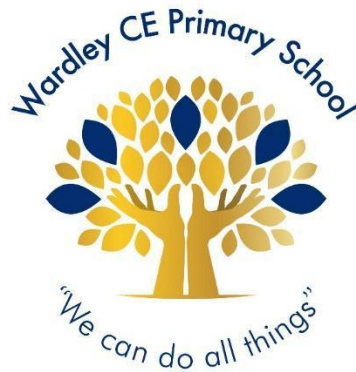


Wardley CE Primary School Accessibility Plan



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	February 2023
Signature of Chair	Colin Gettins
Signature of Head	Mark Foster
Date Due for Review	February 2025

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Introduction

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our Vision Statement by:

- Ensuring its definition is delivered in our school. “It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity”.
- Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.
- Increasing the extent to which disabled pupils can participate in the school curriculum; which 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 the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled
- The Equality Act 2010 builds on existing responsibilities to ensure pupils, parents, carers and staff are consulted by the school to ensure people with a disability do not experience discrimination. Barriers to inclusion will be identified by the school and reasonable adjustments made to provide equality of opportunity for all. We will promote disability equality.

Guidelines and Aims

- The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of The Equality Act 2010. We will consult with the school community to identify barriers to inclusion and establish short term and long term targets to accessibility.
- This school promotes inclusion and will take all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil and to maximise educational opportunity.
- We are committed to continuing staff training to enable them to be effective in the education of young people with disabilities and /or Special Educational Needs.
- We will prioritise sufficient resources to support the actions identified in this plan.

Definition of ‘Disability’

The Equality Act 2010 defines a disabled person as someone who 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.’ ‘Long term’ means at least 12 months. ‘Substantial’ means ‘more than minor or trivial.’ This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and includes children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourette’s syndrome.

It is important that staff are aware that, although a pupil, parent/carer or staff member may be considered to have a disability according to the definition, they may not consider themselves disabled.

Accessibility Action Plan

Our Accessibility Action Plan sets out the proposals of the governing board of our school to increase access to education for disabled persons in the three areas required by planning duties in the DDA:

1. Increasing the extent to which disabled pupils can participate in the school curriculum; which 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.
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Aim: Increase access to the curriculum for pupils with a disability.				
Objectives	Actions	Person Responsible	Timescale	Success Criteria
All Subject leaders consider how their individual curricula can be adapted to meet the needs of individual learners.	All curriculum leaders have included a SEN statement into their curriculum plans. Plans and relevant documentation is reviewed on a termly basis to ensure any new needs are met.	Curriculum leaders Class teachers	Ongoing	All staff are confident that children's needs are met
Staff meeting time for SENDco to show staff resources available to adapt delivery and access eg overlays.	SENDco has staff meeting time once a term to discuss SEND needs and resources. They have a resource audit. Confidence of staff will be developed and teachers will feel confident in meeting the needs of all children.	SENDco Class teachers	On-going	Staff are aware of their responsibilities under the Equality Act of 2010.
Continue to develop and enhance knowledge of responsibilities under	Ensure all staff are trained in responsibilities under the Equality	SLT SENDco	On-going	Staff are aware of their responsibilities under the

the Equality Act of 2010.	Act of 2010.			Equality Act of 2010.
Enhance access to and participation in the National Curriculum and the wider curriculum for disabled pupils and for those with Special Educational Needs through effective provision management and consultation.	Focus on School Improvement Plan 2022/23. CPD for staff on enhancing the knowledge and confidence amongst staff on approaches to teaching SEND & disabled pupils. SENDco to coordinate support from specialist external agencies.	SLT SENDco GOVS	On-going The school Improvement Plan is reviewed on a termly basis	Increased access to and participation in the National Curriculum and the wider curriculum for disabled pupils and for those with Special Educational Needs through effective provision management and consultation.
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	SENDco will ensure appropriate testing and reports are provided in order to apply for access arrangements.	SLT SENDco	Annually	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.

Aim: Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Objectives	Actions	Person Responsible	Timescale	Success Criteria
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases, subject to funding.	SLT SENDco SBM	On-going	Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.
Ensure that all areas of school building and grounds are as accessible for all children and adults as possible and to	SLT, SENDco & SBM to check accessibility of school buildings and grounds.	SLT SENDco SBM GOVS	On-going The school building plan is reviewed on a termly	Ensure that all areas of school building and grounds are as accessible for all children

continue to improve the access of the physical environment for all.	Actions put into the school building plan.		basis.	and adults as possible and to continue to improve the access of the physical environment for all.
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Aim: Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Objectives	Actions	Person Responsible	Timescale	Success Criteria
Increase training on communication and print with all staff.	Through learning environment walks and book looks, ensure that information is communicated effectively to all pupils.	SLT SENDco SBM GOVS	On-going	Information is communicated effectively to all pupils.

Monitoring Arrangements

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

Links with other Policies

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

- Single Equality Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Health & Safety Policy
- Special Educational Needs Information Report & Policy
- Behaviour Management Policy
- School Improvement Plan