



Wales Primary School

Accessibility Plan

Date of Policy Approval: April 2023

Date of Policy Review: April 2026

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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 or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Definition of special educational needs

The Special Educational Needs and Disabilities Code of Practice (2015) says that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - 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
- In performing their duties governors have regard to the Equality Act 2010

About Wales Primary School

Wales Primary School is on a split site of 4 separate buildings. All children will move around the setting to go to the hall for assembly or to eat their lunch.

- The modular building 'Learning Hub' – there are 2 classroom spaces in this building. It can be accessed without steps.
- The Hall / FS2 classroom – This building is where the hall is and the FS2 classroom is. It is accessible without steps.
- The lower school building – There are 3 classrooms in this building and there are 3 wide, shallow steps inside this building.
- The upper school building – This is where reception and the head teachers' office is. There are also 3 classrooms in this building, 1 at ground level and 2 upstairs. The 2 classrooms upstairs are accessible by a lift.

We have 2 toilets with disabled access

- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Financial Planning and control

The Headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Access to the physical environment				
Accessibility Outcome	Action to ensure Outcome	Who responsible	Time scale	What will success look like?
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ul style="list-style-type: none"> • Ensure the school staff & Trustees are aware of access issues ('access' meaning 'access to' and 'access from') • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process • Ensure staff and Trustees can access areas of school used meetings • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired 		<p>on-going</p> <p>PEEPs reviewed annually (unless significant change)</p>	<ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff & Trustees are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school • PEEPs are prepared and reviewed as individual needs change

Maintain safety for visually impaired people	<ul style="list-style-type: none"> • Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges • Check exterior lighting is working on a regular basis • Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate • Check flashing beacons that signal fire alarm activation regularly 			<ul style="list-style-type: none"> • Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> • Daily health and safety checks of the school and its surroundings. • Ensure staff are aware of need to keep fire exits clear 			All disabled personnel and pupils have safe exits from school.
Whole school evacuation	<ul style="list-style-type: none"> • Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). • Children to have PEEPs if needed. • Check if evacuation chair is needed 			<ul style="list-style-type: none"> • All physically disabled persons can be safely evacuated.
Accessible car parking	<ul style="list-style-type: none"> • Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school • The gate into the playground can be opened to allow people with mobility 			<ul style="list-style-type: none"> • There is a place for disabled members of staff and visitors to park throughout the school day.

	issues/ wheel chairs to access the main school building			
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Access to the curriculum - statutory				
Aim	Action to ensure Outcome	Who responsible	Time scale	What will success look like?
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Offer a differentiated curriculum for all pupils • Use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	Class teachers SENDCo subject leaders SLT	on-going	All pupils have equal access to a broad and balanced curriculum
To identify pupils who may need additional provision to ensure smooth transition.	<ul style="list-style-type: none"> • Liaise with pre-school providers to review potential intake for September. • Liaise with SENDCos to ensure clear transfer of records/information • Arrange multi-agency meetings where necessary to ensure the provision is suitable • Observe the child in their setting prior to attending out school 	HT / SLT SENDCo EYFS Leader	Summer Term for transition and Autumn Term follow-up each September	Procedures, resources/equipment and strategies in place for when the child begins with us Parents are informed of provision and consulted

	<ul style="list-style-type: none"> • Any changes in pupil's needs identified within SENDCo progress meetings – termly and IEPs to reflect any needs identified • Meeting arranged with parents – information sharing/needs of the child- at least termly 			
Effective communication and engagement with parents	<ul style="list-style-type: none"> • Termly meetings with parents/carers – Termly consultations (Autumn term and Spring Term) • End of year Record of Achievement • IEP meetings with class teacher or SENDCo • Annual Review meetings with SENDCo and other professionals involved in care • Parents have the opportunity to contact the SENDCo through email or by calling the school office 	SENDCo class teachers	on-going IEP meetings termly Annual reviews annually	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	<ul style="list-style-type: none"> • Epipen training • Intimate care policy • Training from SALT when required • Training from Rotherham specialist inclusion team, Social Communication Team, Learning & Behaviour • Access to courses, CPD • Outreach support from local special school • Online resources for CPD shared with staff • Ongoing guidance from specialists e.g. SALT, specialist inclusion team, visual 	SLT SENDCo class teachers TAs	on-going	Pupils needs being met Advice, strategies and targets given by outside agency support taken on board and making a difference to pupils and school in ensuring needs are met Staff feeling supported in meeting the needs of all pupils · Range of equipment integrated into practice Parents feeling confident about the provision

	or hearing impairment teams, physiotherapists, OT, continence nurse etc.			
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	<ul style="list-style-type: none"> • Strategic deployment of support staff • Use of ICT • Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toy • Ensure specialist equipment (eg: hearing aids) is checked regularly and seek advice if needed 	SLT SENDCo Class Teachers	on-going	Positive impact on pupil progress Barriers to learning are removed by use of appropriate resources / equipment
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> • Risk assessments to ensure that all children including children with physical disabilities can access trips. • Ensure venues and means of transport are vetted for suitability • Ensure staff are fully briefed with regards to children with SEND 	Class Teachers SLT School admin officer	on-going	All pupils are able to access all school trips and take part in a range of activities
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	<ul style="list-style-type: none"> • Risk assessments will be undertaken where appropriate • Providers will comply with all legal requirements • Ensure whole school events can be adapted to include all • children • Discuss with staff who run out of school clubs, and • people running other clubs after school. 	class teachers SENDCo SLT external club providers	on-going	Increased access to the extra-curricular activities for all pupils with SEND. Disabled children feel able to participate equally in out of school activities.

	<ul style="list-style-type: none"> • Ensure there is a way of getting children with mobility issues/ wheelchairs to the events if not held in school 			
Pupil Voice	<p>Children are given opportunities to share their concerns, their views and their ideas.</p> <ul style="list-style-type: none"> o Adaptations are made as needed. 	<p>class teachers</p> <p>SENDCo</p>	on-going	Children’s voices are heard and acted upon.