



# Accessibility Plan

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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The Weatheralls School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our whole school ethos is one of encouraging success and building aspirations, preparing every child to reach their full potential and be ready for their next stage in their education whatever their needs or abilities. We pride ourselves on being able to offer a rich, varied and inspiring curriculum that is differentiated and appropriate for all.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Facilities Manager and Headteacher

### 2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Teaching and learning is differentiated to meet all children's needs.	<p>Ensure that teaching and learning meets the needs of all learners through effective differentiation.</p> <p>Ensure computer provision is available for all pupils identified as requiring IT support.</p> <p>We use resources tailored to the needs of pupils who require support to</p>	<p>Lesson planning is revised to show how the needs of different pupils are met during lessons. Whole staff training will ensure teachers are skilled at planning differentiated learning.</p> <p>All staff to ensure IT resources are available and an</p>	<p>SLT &amp; SENCo</p> <p>SENCo &amp; IT support</p>	<p>Half termly reviews</p> <p>Annual</p>	<p>All monitoring evidence indicates the needs of all learners are being met.</p> <p>All SEND pupils who require IT support access the curriculum and achieve.</p>

Improve and maintain access to the physical environment.	The needs and provision for SEND pupils are assessed and reviewed regularly.	access the curriculum	annual audit of IT needs is undertaken.	Class teachers & SENCo	Ongoing	Needs of SEND pupils are met by all teachers. SEND pupils feel supported in their learning. Data analysis shows progress for SEND pupils in line with expectations and individual targets.  Any pupils with medical needs can fully access the curriculum.  All out of school activities are conducted in an inclusive environment led by providers that comply with school policies.
	All staff receive annual medical awareness training.	Continue to ensure that the needs of SEND pupils are assessed and provision in place to meet needs identified.	Ensure intervention tracking and monitoring is in pace. Strategy Sheets reviewed and current. Continue to review policies and procedures relating to SEND.	SLT	Annual	
	School provides extra-curricular activities accessible for all pupils.	Continue to raise awareness of disability issues and provide training relating to health conditions such as; epilepsy, diabetes, asthma and the use of epi-pens.	Provide medical awareness training that matches the needs of pupils in school.	SLT	Ongoing	
		All out of school activities are planned to ensure the participation of all pupils.	Review out of school provision to ensure compliance with school policies.	Facilities manager	Ongoing	

<p>Improve the delivery of information to pupils and other stakeholders with a disability.</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This can include:</p> <p>Large Print Resources</p> <p>Braille</p> <p>Pictorial or symbolic representations.</p>	<p>To ensure that disabled parents or carers are not discriminated against and are encouraged to take interest and be involved in their child's education.</p> <p>Make written material available in alternative formats e.g. newsletters, school brochure, school reports and other information for parents Offer a telephone call to explain letters home for parents or carers who need this.</p>	<p>Adopt a more proactive approach to identifying the access requirements of parents and visitors with a disability or additional needs. Review documentation as required to ensure accessibility for pupils with visual impairment.</p> <p>To review all current school publications and promote the availability of alternate formats for those that require it e.g parentmail and use of customized materials.</p>	<p>SLT/School office/Class Teachers</p>	<p>As Required</p>	<p>Regular attendance at school events by parents with disabilities.</p> <p>School information is available for all stakeholders in an accessible format.</p>
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#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the school Advisory Body

#### **5. Links with other policies**

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

### New Building Section

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2			
Corridor access	Excellent			
Lifts	1 - passenger			
Parking bays	4 disabled parking bays			
Entrances	Easily accessible with automatic doors into reception			
Ramps	n/a			
Toilets	1 disabled toilet			



Reception area	Spacious			
Internal signage	Good			
Emergency escape routes	Good			

## Extension to the original school

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1			
Corridor access	Main corridor – good. Some classrooms are accessed through other classrooms			
Lifts	n/a			
Entrances	Good			
Ramps	Some classrooms have step access. Portable ramps are available if required.	Make sure the ramp is easily available as needed	Caretaker	Summer 2021
Toilets	1 disabled toilet			
Internal signage	Good			

Emergency escape routes	Good			
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## Original Infants School Section

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1			
Corridor access	Good			
Lifts	n/a			
Entrances	Some classrooms have step access. Portable ramps are available if required.			
Ramps	n/a			
Toilets	1 disabled toilet			
Internal signage	Good			
Emergency escape routes	Good			