



Windrush CofE Primary School **Accessibility Policy and Plan**

Introduction

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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents: Behaviour Management Policy Curriculum Policies Health & Safety Policy School Development Plan Special Educational Needs Policy Teaching and Learning Policy

Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

These duties are reaffirmed by the Equality Act 2010

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- 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.

Aims

Windrush C of E Primary School is committed to actively promoting equal entitlement in every aspect of its activities and to eradicating all forms of discrimination.

- We aim to value all children as an individual and encourage each child to establish areas in which they can succeed.
- We acknowledge that everyone in life is not the same but we all have the right to be accepted.
- We encourage everyone to work alongside each other in a harmonious and supportive way.
- We aim to be an inclusive site where everyone is welcomed and accepted into our community.
- We aim for a consistent approach to the children in all aspects of their learning, coupled with open communication with parents.

The school recognises that they have a duty to others to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups
- Pupils, families, staff and others with -
 - different religions or beliefs
 - with special educational needs
 - with a range of disabilities
- Children who are ‘looked after’ and their carers

- Children or staff who are gay, lesbian, or transgender
- Pupils or staff undergoing gender reassignment
- Pupils or staff who are pregnant or have recently given birth

The School analyses the achievements of all pupils throughout the year reflecting on any individual education plans; PLevels and Age Related Standards. The data is analysed in respect of their identified gender, SEN, ethnicity and whether they are entitled to the pupil premium.

Vision

Windrush Cof E Primary School values and supports all of its members as individuals. It is a happy, welcoming and safe environment which promotes learning and self-confidence.

We are a school:

- Where children from all cultures and faiths thrive, learning skills and behaviours that will guide them their whole lives.
- That underpins teaching, learning and daily school life with Christian Values.
- Where all children from every background have the very best that the school community can give them so that they are challenged and inspired to achieve their full potential.
- A school that encourages work and play across the age range so that children and staff know everyone in the school community.
- A school that is a key member of our local community.

This vision applies to every pupil in the school and enshrines the principle that we must not treat disabled pupils less favourably than pupils who do not have a disability. We will take all reasonable steps to avoid putting any pupil at a disadvantage. Our Governing Body works with the school to ensure that we identify barriers to learning and participation in the school's cultures, policies and practices, and plan actions to remove or minimise them. This process includes paying attention to the National Curriculum to ensure equality of access and opportunity. We believe that it is the responsibility of every member of staff to remove barriers to learning for disabled pupils.

Potential barriers to effective learning and successful working at the school:

- Low self-esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

Access For Disabled Pupils

Duties in Part 4 of the DDA require the governing body to increase access to education for disabled pupils in 3 ways:

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

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We aim to do this in the following ways:

Physical Access

Objective	Strategies	Action by whom and when	Monitoring by whom and when	Success Criteria
School is aware of access for disabled children, staff, governors and parent/carers	Existing and new cohorts assessed for their physical needs	SENCO On-going	Headteacher and SEND Governor	Individual plans are in place for all disabled pupils and all staff aware of all pupils' access needs; facilities are available for occasional access needs (e.g. disabled visitors). Risk assessments completed with support from outside agencies if required to allow maximum participation on school grounds equipment etc.
To ensure there are no physical barriers to access for pupils with disabilities	Review fire evacuation procedures in line with peeps where necessary. Teachers of children with disabilities to inform SENCO if any issues of access or mobility arise. Ensure premises are easy to access for all, making alterations/ adaptations where necessary.	H&S governor x 3 per year at Resources committee meeting SEN Reviews 3x a year	Headteacher in line with H&S policy	All floor areas kept clear. As a single story building we are low risk, with exits in each classroom. Regular H&S checks by the Governing Body, Business Manager and Site Manager.
To raise awareness of a range of barriers to learning for pupils with sensory impairment including classroom layout, décor, poor acoustics, classroom management strategies, level of lighting etc.	Establish a whole school system of identifying children with physical difficulties: reviewed regularly through Department Meetings; Teachers to review children's seating positions in respect of changes to noise in classrooms e.g. open window, fans etc. Regular review of children needing access arrangements.	Class teachers SENCO	SENCO	Weekly Department meetings where pupils with additional needs are identified and adaptations are made.

Access to Information

Objective	Strategies	Action by whom and when	Monitoring by whom and when	Success Criteria
Inclusive discussion of access to information in all annual reviews	Consult with parent/carers and children about access to information and preferred formats for communication in all reviews	Class Teacher; at review meetings	Class Teacher and Inclusion Manager	Staff are aware of and adapt to pupils' and parents' preferred methods of communication.
Ensure website is clear	The school's SEND	Review	Review	School prospectus to inform on

about information on accessibility in school;	information report and policy to be clearly accessible on website alongside other policies addressing accessibility. School prospectus to inform on accessibility.	annually	annually Inclusion Manager and School Business Manager	accessibility. Inclusion Manager and School Business Manager Parents and carers feel confident about information they have about the school; Parents are aware of support services available to them; Access can be planned for visits to the school for visitors with additional physical needs reassured.
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Access to the Curriculum

Objective	Strategies	Action by whom and when	Monitoring by whom and when	Success Criteria
To meet the range of children's needs with SEN across the school.	To provide outreach support if needed to work with individuals who have specific SEN needs; To provide updates and training for staff regularly when a child with new and different needs enters our school; Increase TA provision as necessary to meet the wide range of needs; To ensure early identification of children in order to develop a more proactive approach to provision	SENCO and Class Teachers when appropriate	SENCO; on-going	All pupils are able to access the curriculum as appropriate to their age and stage; The educational needs of all pupils are met
Pupils' needs considered in all curriculum and system planning	Ensure existing system is completed by appropriate staff (including lunchtime supervisors) for disabled pupils; Available information relating to individual pupils needs in the staffroom. Registers updated with specific needs.	As required	SENCO	All staff aware of individual pupils' access needs. All staff are aware of individual care plans for pupils with specific allergies, medical needs
To ensure that children with disabilities have appropriate equipment to access their learning.	School to purchase any additional furniture/equipment needed. Individual laptops available for use.	SENCO: ongoing	SENCO and Headteacher	All pupils have suitable resources to access the curriculum and adaptations are made for disabled pupils as necessary.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

Behaviour Management Policy

Curriculum Policies

Health & Safety Policy

School Development Plan

Special Educational Needs Policy

Teaching and Learning Policy

Review Date : May 2022