



**EVERY CHILD MATTERS ACADEMY TRUST
WELLGATE PRIMARY SCHOOL
ACCESSIBILITY PLAN – 2021 to 2025**

The terms Trust and School (and levels within e.g. governors and trustees) are interchangeable and apply to all schools within the Trust

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1. Vision Statement:

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. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Wellgate 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.

- 1) The Wellgate Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, Every Child Matters Trust and consultations with pupils, parents/carers, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Wellgate Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.



- 4) The Wellgate Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-
- ✓ Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - ✓ Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - ✓ Improve the delivery of **written information** to pupils, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 5) The Wellgate Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- ✓ Positive Behaviour and discipline Policy
 - ✓ Curriculum Policy
 - ✓ Business Continuity Plan
 - ✓ Equal Opportunities Policy
 - ✓ Health & Safety Policy
 - ✓ Equality Plan
 - ✓ School Prospectus
 - ✓ School Improvement Plan
 - ✓ Inclusion Policy



✓ Continuing professional Development Policy

- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 10) The Accessibility Plan will be published on the school website.
- 11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.
- 12) The school will work in partnership with the Local Authority and Every Child Matters Academy Trust in developing and implementing this Accessibility Plan.
- 13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

2. Aims and Objectives

Our Aims are:

- ✓ Increase access to the curriculum for pupils with a disability,
- ✓ Improve and maintain access to the physical environment
- ✓ Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below



3. Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents/carers. For parents/carers of children already at the school, we collect information on disability as part of our of parent/carer questionnaires and through regular conversations with parent/carers

Physical Environment

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Wellgate Primary School. Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

Curriculum

The school Inclusion Policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Every Child Matters Academy Trust, the SENCo manages the Statutory Assessment Process; ensuring additional resources are available where appropriate.

The SENCo provides additional support for pupils and supports teachers in implementing strategies for improving pupils' access to learning.

The school works closely with specialist services including:

- ❖ Educational Psychology service
- ❖ Barnsley Education Inclusion Services
- ❖ Occupational Therapists and physiotherapists
- ❖ Speech and Language Therapy

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents/carers and staff.



4. Access Audit

The school is a one storey building with wide corridors and access points from the outside linked to all classrooms.

The FS1 department is located in a separate building which can be accessed via a ramp. FS2, KS1 and KS2 areas are all on the ground floor with wide door access to all rooms.

The two halls are on the ground floor and is accessible to all. Fire doors on the corridors are fitted with Door Guards which means that they close automatically once the fire alarm is set off.

On-site car parking for staff and visitor includes three dedicated disabled parking bay.

All entrances to the school are either flat or ramped and all have wide doors fitted.

There are disabled toilet facilities available, situated on the Year 4 corridor, this is fitted with a handrail. Toilets in the majority of classrooms are fitted with handrails and soap dispensers and hand dryers have been fitted at a lower for wheelchair uses. A changing area containing a raised bed is situated in FS2.

The school has internal emergency signage and escape routes are clearly marked. PEEPS are written and in place for children and adults with Special Educational Needs and Disabilities.

5. Management, Coordination and Implementation

- ✓ We will consult with experts when new situations regarding pupils with disabilities are experienced.
- ✓ The Governors and Senior Leadership Team will work closely with the Local Authority.



6. Action Plan

Aim 1 - To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To liaise with Nursery providers to review potential intake.	To identify pupils who may need additional to or different from provision.	End of June (on a yearly basis)	Senco EYFS Leader	Procedures/equipment/ ideas set in place by September (yearly)
	To undertake a risk assessments to ensure participation of Disabled children in swimming lessons	*To identify pupils who may need additional to or different from provision *Visit the Metrodome Swimming baths and develop risk assessments *Liaise fully with parents/carers *Staff to access relevant training	End of July (yearly)	Senco KS2 Class Teachers	Children access swimming lessons.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2021-2025	HT/Senco All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents/carers	To ensure collaboration and sharing between school and families.	Ongoing throughout 2021-2025	SLT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing throughout 2021-2025	Senco TAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all	Employment of specialist advisory teachers; CPD for staff and:	Ongoing	Senco Teachers Educational Psychology Service	Advice taken and strategies evident in classroom practice.



		<p>A differentiated curriculum with alternatives offered.</p> <ul style="list-style-type: none"> *The use of Engagement Model and other assessment practises to assist in developing learning opportunities for children and also in assessing progress in different subjects * A range of support staff including trained teaching assistants *Multimedia activities to support most curriculum areas *Use of interactive ICT equipment *Use of specialist equipment for hearing impaired and visual impaired *Specific equipment sourced from occupational therapy <p>Implement strategies and advice from outside agencies.</p> <p>Referral made to outside agencies as appropriate.</p>		<p>Barnsley Education Inclusion Services OT/Physio SALT</p>	<p>ASD children supported and accessing curriculum.</p> <p>Sensory Impaired children supported and accessing the curriculum.</p>
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	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
Medium Term	To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents/carers	Termly	Class teachers SENCO	Progress made towards Provision maps targets Provision mapping shows clear steps and progress made
	To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) *Wheelchair access *Resources for the visually/hearing impaired *Visually/hearing Impaired training for relevant staff *Giving alternatives to enable disabled pupils to participate successfully in lessons *Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents/carers and staff are represented within the school.
Long Term	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	SLT, Core curriculum co-ordinators Governors	All children making good progress.
	To deliver findings to the Governing Body	Finance and Premises and SISG Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SEN Governor	Governors fully informed about SEN provision and progress



Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Improve physical environment of school environment	The school will take account the needs of pupils, staff, Parent/Carers and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT Premises Manager	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained
	Classroom are ASD friendly	*Teachers to implement an ASD approaches to classroom environment.	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	ASD children feel safe and secure and are able to learn effectively.
	Ensure reasonable adjustments are in place to enable all with a disability to be involved.	*Create access plans for individual disabled children as part of provision map process *Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. *Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.



	To ensure that the medical needs of all pupils are met fully within the capability of the school.	*Review the policy for supporting children with medical needs. *To conduct Parent/Carer interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher SLT Occupational health	To ensure that the medical needs of all pupils are met fully within the capability of the school.
Medium Term	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Ensuring disabled Parents/Carers have every opportunity to be involved	*Utilise disabled parking spaces for disabled to drop off & collect children *Offer a telephone call to explain letters home for some parents/carer who need this *Adopt a more proactive approach to identifying the access requirements of disabled parents/carers	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents/carers are not discriminated against and are encouraged to take interest and be involved in their child's education
	Ensure disabled pupils, Parents/Carers have access to the carpark	* Adopt a more proactive approach to identifying the access requirements of disabled parents/carers – review termly *Ensure office staff are aware of who can enter the carpark	With immediate effect to be constantly reviewed	Head teacher Senco Office Staff	To ensure that disabled parent/carers are not discriminated against and are encouraged to accompany their children to and from school.
Long Term	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop playgrounds and facilities.	*Look for funding opportunities *Improve disabled access to the field *Ensure all learning environments are equipped for *Visually Impaired pupils.	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	Make alterations to the link corridor doors to allow pupils, staff and parents/carer who are physically disabled to open and close the doors independently	*Look for funding opportunities *Improve access through the link corridor.	2025	Site Manager Senco Head Teacher	Physically disabled pupils, staff and parents/carer can move through the link corridor independently



Aim 3: To improve the delivery of information to disabled pupils and parents/carers

	Tasks / Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To ensure all children with ASD have access to the curriculum	<ul style="list-style-type: none"> *Regular parental communication *Individualised multi-sensory teaching strategies used for ASD children. 	Ongoing	All staff to be aware	ASD children able to access curriculum.
	To ensure all children with a sensory impairment have access to the curriculum	<ul style="list-style-type: none"> *Regular parental communication *Individualised programmes and strategies to be implemented *Staff to access relevant training 	Ongoing	All staff to be aware	Children with a sensory impairment to be able to access the curriculum.
	To enable improved access to written information for pupils, parents/carers and visitors.	<ul style="list-style-type: none"> *Use a variety of strategies to support learners with reading difficulties. *Raising awareness of font size and page layouts will support pupils with visual impairments. *Auditing the school library to ensure the availability of large font and easy read texts will improve access. *Auditing signage around the school to ensure that is accessible 	Ongoing	Senco All Staff to be aware	All pupils, parents/carers and visitors are able to access written information.
	To ensure all pupils, parents/carers and visitors can access virtual meetings and virtual learning	<ul style="list-style-type: none"> *Ensuring hearing/visual impaired pupils, parents/carers and visitors can access virtual meetings and lessons. *Discussion with HI and VI team for support as required *Monitor and review current practises to make improvements 	Ongoing	Senco All Staff to be aware	All pupils, parents/carers and visitors are able to access virtual meetings and learning.



	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
Medium Term	To review children's records ensuring school's awareness of any disabilities	<ul style="list-style-type: none"> *Information collected about new children. *Records passed up to each class teacher. *End of year class teacher 	Annually	Senco Class teachers Outside agencies	Each teacher/staff member aware of disabilities of children in their classes
Long Term	To evaluate and review the above short and long term targets annually	<ul style="list-style-type: none"> *Questionnaire sent out *Suggestions/feedback forms *Discussions with parent/carers/visitors 	Annually	SLT, Office staff Governors	The delivery of information is fit for purpose.