



Wellstead Primary School

Sowing the Seeds of Success

Accessibility Plan 2024-2027

Revision No.	Date Issued	Prepared By	Approved	Comments
1	February 2024	Headteacher and Inclusion Leader (AG/AR)		Model policy personalised to the current needs of the school (based on 2024 Accessibility Audit)
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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our 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.

Wellstead Primary School are committed to providing an environment which values and includes all pupils, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. 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.

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

We have included a range of stakeholders in the development of this accessibility plan, including

- Parents
- Staff
- Governors
- A selection of pupils

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 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. Actions are a result of a full Accessibility Audit.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils and other members of our school community with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • External signage • Access to Large print resources • Pictorial or symbolic representations 		Action: To make information around accessibility more explicit in the SEND Information report	Review and update the SEND Information Report	Inclusion Leader	Autumn 2024	The Information reports will be a comprehensive record of accessibility which can be used by all stakeholders.
			Action: To consult all stakeholders on the Accessibility of of the site, including a selection of pupils with a disability.	A Google Form to be completed by Parents and staff. Pupil Conferencing	Inclusion Leader	Summer 2024..	All stakeholders will have their views considered in the writing of this plan.
			Action: to review PEEPS for children and staff with additional needs.	To review the needs of existing pupils and staff to ensure that emergency evacuation procedures are in place if necessary.	Inclusion Leader/HR Manager (SBM)	Summer 2024..	There will be clear procedures in place in the event of an emergency evacuation.
			Action: To review whether there are visual alarm beacons in each room and these alert people of the fire alarm.	To review whether there are visual alarm beacons.	HR Manager (SBM)	Spring 2024..	This will inform future actions.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Elevators ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities 		<p>Action: to replace coat storage trollies in KS2 corridor with Lockers.</p> <p>Action - upon decoration or refurbishment consider installation of a height adjustable cooker hob.</p> <p>Action – review the signage needed to ensure that it is clear to all stakeholders</p>	<p>Lockers to be purchased when possible and installed.</p> <p>When redecoration/refurbishment is planned, ensure that accessible cooking equipment is considered</p> <p>Conduct a signage review.</p>	<p>School Business Manager</p> <p>School Business Manager</p> <p>Headteacher and School Business manager</p>	<p>Summer 2025</p> <p>TBC</p> <p>Summer 2024</p>	<p>The access routes to the school will be kept clear of obstruction.</p> <p>All present and future pupils will be able to access the cooking equipment.</p> <p>Signage will be as clear as possible to all stakeholders.</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Keep the curriculum under review to ensure access to learning for all pupils including those with a disability</p>	<ul style="list-style-type: none"> ● Our school offers a differentiated curriculum for all pupils ● We use resources tailored to the needs of pupils who require support to access the curriculum ● Curriculum resources include examples of people with disabilities ● 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 		<p>Actions: In the event of arrival of a new entrant with physical disabilities, a full review of their PE curriculum will be required.</p>	<p>Advice from Specialist Teacher Advisory team, Occupational Therapy or Physiotherapy will be sought where necessary</p>	<p>Inclusion Leader</p>	<p>When necessary</p>	<p>All pupils will be able to appropriately access a differentiated PE curriculum according to their individual needs.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and Inclusion Leader and approved by the Governing 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
- SEND policy
- Supporting pupils with medical conditions policy

 Respectful  Reflective  Aspirational  Adaptable  Collaborative  Independent 

