

Accessibility plan

Westlands Primary School



Approved by:	LGB	Date: Sept 2021
Last reviewed on:	Sept 2021	
Next review due by:	Sept 2024	

Contents

1. Aims	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	7

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

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. At Westlands Primary School, we strive to meet the needs of all pupils within our school. All staff are fully aware of SEND (Special Educational Needs and Disabilities) within the school and receive high quality information and training. We aim to quickly identify pupils, who are making limited progress and provide targeted interventions and support to meet their needs. We ensure that parents are fully aware of the SEND process and informed of their child's learning at regular points throughout the year. We are a fully inclusive school and work alongside the Local Authority, Health Professionals and community organisations to find the most appropriate and effective support for pupils within our care.

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.

<https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/strategy-for-children-with-special-educational-needs-and-disabilities>

Our 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 pupils, parents, staff and governors of the school.

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 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Curriculum						
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	Annual reviews of the curriculum as part of the School Strategic Plan	Review of texts to look at deeper messages and themes on equality and rights. Delving into the hidden histories of the world.	SLT	<p>2022</p> <p>2023</p> <p>2024</p>	Complete review of the creative curriculum
Physical Environment						
Improve and maintain access to the physical environment	<p>Ramps</p> <p>Corridor width</p> <p>Disabled toilets and changing facilities</p> <p>Lift</p>	To ensure regular site walks, checking health and safety of these areas	<p>Regular site walks</p> <p>Health and safety is an agenda item at all SLT meetings</p>	SLT / Caretaker	<p>2022</p> <p>2023</p> <p>2024</p>	All areas will remain accessible and meet H&S standards

Equality and Inclusion						
Improve the delivery of information to parents with SEND	Parents receive a paper copy of their child's personalised plan - 3 times a year	To provide parents of pupils with SEND access to the child's plan and records of progress	2 planned parent consultants across the year and opportunities for parents to have additional SEND meetings on request, following receipt of the personalised plan	CTs / SENDCO Teacher (PS)	2022 2023 2024	All SEND parents are kept informed of their child's progress and performance.
To ensure that parents with disabilities can access parents' evenings.	Parent meetings held in accessible rooms of the school. Staff can also hold meetings over the phone or virtually. Interpreters arranged where possible	To provide access for all at parental consultations	2 planned parent consultants across the year and opportunities for parents to request special access arrangements to ensure they receive this feedback	CTs/SLT	2022 2023 2024	All parents are kept informed of their child's progress and performance.

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 governing body and Head of School.

5. Links with other policies

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

- Risk assessment policy
- 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
- Behaviour policy