



Wilby Church of England (VA) Primary School

Together we are inspired to learn within the family of God's love. We encourage one another to reach our full potential within a Christian atmosphere.

John 13:34

"A new commandment I give to you, that you love one another as I have loved you."

Accessibility Plan

To be read in conjunction with:

Inclusion Policy, Equality Policy

Legislation links: Equality Act 2010 (& non-statutory guidance, December 2011 & March 2012.

The SEN and Disability Act 2001 , Disability Discrimination Act 1995 (DDA)

Aims

Wilby CE Primary School aims to treat all its pupils fairly and with respect. Wilby CE VA Primary School is committed to ensuring that its policies and practices are designed to provide access, rights and support according to individual needs. We seek to remove discrimination. Discrimination of any form is contrary to our school values and to 'British Values' which the school promotes and supports. The teaching and learning, achievements, attitudes and well-being of all our children are key. We encourage all our children to achieve the highest possible standards and we do this through taking account of each child's life experiences and needs. The ethos and atmosphere at Wilby CE VA Primary School is one which shows respect to all persons entering the school. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is required under the Equality Act 2010 to have an accessibility plan within which we have included a range of stakeholders to include staff and governors of the school.

The purpose of the plan is to:

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

2. Definitions

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, 0 to 25 years (2014) '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.

3. 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 staff and governors of the school and approved by the governing body.

Appendix 1 - Action Plan

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Aims / Objectives	Actions	Responsibility & Resources	Timescale	Success Criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Monitor teaching and learning to ensure Quality First Teaching meets the needs of all children, including those with a disability • Monitor the curriculum to ensure it is inclusive, uses resources suitable for people with disabilities and arranges suitable trips and experiences for all children • Ensure named children have an adapted and personalised curriculum where needed to allow access to all areas of the curriculum • Ensure the Accessibility Plan is linked to other policies as mentioned 	SENCo / HT	Ongoing	<p>Children with disabilities have equal access to high quality teaching across the curriculum</p> <p>Children with disabilities are making good or better progress with their learning</p>
Improve and maintain access to the physical environment	<p>Adapting environmental adaptations to the needs of pupils as required.</p> <p>This could include:</p> <ul style="list-style-type: none"> • Use of ramps • Improving access to classrooms, outdoor areas where possible and use of contrasting colour for handrails • Disabled toilets and changing facilities 	HT / Site manager	Plan in place prior to the pupil / staff member / governor / other stakeholder starting at the school	Resources in place to support pupil / staff member / governor, other stakeholder, prior to starting at the school

	Ensuring evacuation procedures are updated to reflect needs of pupils / staff members / governor / other stakeholder			
Improve the delivery of information to pupils (and other stakeholders) with a disability	<p>Develop the use of a range of communication methods inc the training of staff to ensure information is accessible if pupils / stakeholders require it.</p> <p>To include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	SENCo / HT Occupational Health where relevant	Plan in place prior to the pupil / staff member / governor / other stakeholder starting at the school	Resources in place to support pupil / staff member / governor, other stakeholder, prior to starting at the school