



Weston Village Primary School

Accessibility Plan

Version 1.0

**Presented to the Leadership and Management Committee
on 12th February 2020 and subsequently approved and
adopted on the same date**

Tim Lloyd, Chair of Leadership and Management Committee

Signature: _____

Date: _____

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.

We strive to ensure that through our aims, the school meets the needs of all, taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that at Weston we meet the diverse needs of our pupils to ensure inclusion for all and that all pupils are prepared for full participation in society.

Our aims are:

- To ensure that all pupils and staff are encouraged and able to achieve to their full potential
- To respect and value differences between people
- To prepare pupils for life in a diverse society
- Diversity is not seen as a problem but as a rich resource to support the learning of all
- To respond positively to differences and encourage the promotion of positive attitudes
- To make the school a place where everyone, irrespective of their ability, has equal opportunity
- To promote good relations between different groups within the school and within the wider community
- To ensure that an inclusive ethos is established and maintained
- To oppose all forms of prejudice and harassment;
- To extend the physical access of the school
- To provide understanding of the schools inclusive ethos

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.

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

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 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](#), '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. Leadership and Management

All the school policies will reflect a commitment to access and inclusion.

The governing body and school management set a clear ethos which reflects the school's commitment to inclusion.

The school promotes positive approaches to valuing and respecting diversity.

The school management will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.

All staff contribute to the development and review of policy documents. The school ensures the involvement of governors and takes appropriate steps to enable the contribution of parents.

The evaluation of policies is used to identify specific actions to address access issues.

Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.

Timetabling is considered to ensure no discrimination

4. Recruitment and Professional Development

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties.

The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

5. Curriculum

Curriculum planning takes account of the diverse range of needs of all pupils.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls;
- pupils learning English as an additional language;
- pupils disabilities
- pupils who are gifted and talented;
- pupils different learning styles
- pupils with special educational needs;
- pupils who are looked after by the local authority;
- pupils who are at risk of exclusion.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity.

Extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to disability, religion and culture.

To facilitate an Inclusive curriculum we ensure that:

- Teachers and support staff have been in receipt of training to teach and support pupils with disability when need occurs
- Classrooms are organised to optimise access for disabled pupils
- Lessons provide the opportunity for ALL to achieve
- Lessons are responsive to pupil diversity
- Lessons are structured to incorporate combinations of individual, paired, group and class activities
- All pupils are encouraged to participate in music, drama and P.E

- All staff allow additional time for the use of equipment in practical sessions
- Alternative ways of providing access to learning are provided
- All school visits are accessible to all pupils
- High expectations are set for all pupils
- Staff seek, at all times, to remove barriers from learning and increase the participation of all pupils

6. Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.

All pupils have access to the mainstream curriculum.

Teaching is responsive to pupils' different learning styles and takes account of pupils' disability, cultural backgrounds and linguistic needs.

Teachers take positive steps to include all groups or individuals.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by disability, ethnicity, gender and background.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Teachers encourage pupils to become independent and to take responsibility for their own learning.

Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

User friendly ways are considered to ensure that pupils with disabilities access the information that is presented.

Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

7. Assessment, Pupil Achievement and Progress

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The school monitors and analyses pupil performance by disability, gender, ethnicity and background and is therefore able to identify groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.

Staff use a range of methods and strategies to assess pupil progress.

8.School Ethos

The school opposes all forms of prejudice and discrimination.

The school promotes the raising of standards for all.

All learners are recognised as having a contribution to make to the learning process.

Learning promotes confidence and self-esteem.

There is flexibility so that diverse needs can be catered for.

The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

Staff foster a positive atmosphere of mutual respect and trust among pupils from all groups.

The school caters for the dietary and various requirements of different disabilities and religious groups.

Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant policies and guidance such as those for anti-bullying and dealing with racist incidents and discrimination .

Pupils, staff and parents are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable.

When necessary, the school seeks to ensure that information is provided in simple language, symbols, large print audio or Braille for pupils and prospective pupils who may have difficulty with standard forms or printed information.

9.Behaviour, Discipline and Exclusions

The school expects high standards of behaviour from all pupils.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

It is recognised that disability may adversely affect behaviour. All staff are trained to understand and overcome this.

It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline, in line with the behaviour policy.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour, which is discriminatory, racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

10. Admissions and Attendance

The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged.

Comprehensive information about pupils' disability, medical, physical needs, diet etc. is included in all admissions forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.

Provision is made for pupils on extended leave or in hospital or ill at home so that they are able to continue with their learning.

11. Partnership with Parents and the Community

Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate at all levels in the full life of the school.

The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.

Information material for parents is easily accessible in user friendly language.

Meetings for parents are made accessible for all.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

12. Responsibilities

The Governing Body and Headteacher will ensure that the school complies with all relevant disability legislation.

The Headteacher will ensure that all staff are aware of their responsibilities under the policy.

Health and Safety aspects must be reviewed and found appropriate.

13. The School Environment

The environment is welcoming. The school is a single storey building with wide corridors and several access points from outside. The hall is accessible to all. On-site car parking for staff and visitor includes dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a reception hatch,

this being fully accessible to wheelchair users. There are disabled toilet facilities available in the office area fitted with a handrail and a pull emergency cord.

The size and layout of all areas allow access for all pupils.

- Paths around the site are safe
- Parking arrangements are safe
- Emergency and evacuation procedures are established to inform all pupils
- Furniture and equipment are selected , adjusted and located appropriately
- Areas are well lit