



At Wolverham Primary School we are committed to providing a fully accessible environment to all pupils, staff, parents and visitors regardless of their needs.

Purpose of the Plan: The purpose of this plan is to show how Wolverham Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

According to the Equality Act 2010, a person has a disability if:

- a) They have a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

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](#). 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

AIMS & OBJECTIVES

- ❖ We ensure that all our children have equal access to the curriculum and develop it as needed to ensure that pupils with disability are provided with equal opportunity to progress and develop academically just as abled bodied pupils – listed as C in the plan below
- ❖ We aim to improve our physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided – identified as E in the plan below
- ❖ Through positive educational experiences, including the physical environment of the school, we aim to develop facilities and provide physical aids to ensure full inclusion and access to education for all pupils, no matter their disability – identified as I in the plan below

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. A spare inhaler is kept in the staff room.

Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff, on the staff noticeboard, the head teachers' office board and next to the central first aid point in the staff room. We have competent First Aiders who hold current First Aid certificates.

All medication is collected by the school office and an administration of medicines consent form is filled in by parents outlining the illness and amount and time of medication. All medication, that is given, is recorded. Some children receive regular medication in school and this is administered by the same person each day and counter-signed.

Aim	Current good practice	Objectives	Actions to be taken	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Currently, there are children with a range of disabilities which include autistic spectrum disorder and serious medical conditions with related susceptibility to infections. When children enter school with specific disabilities, the school contacts professionals for assessments, support and guidance for the school and parents – see SEN local offer on the school website.</p> <p>Our school offers a differentiated curriculum for all pupils and is regularly reviewed to ensure it meets the needs of all pupils.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. Our SENCO works alongside highly skilled 1:1 teaching assistants to ensure all opportunities are taken. She works alongside staff and parents to track progress.</p>	<p>To improve the progress and participation for pupils with sensory and or physical difficulties</p> <p>To offer specialist support for SEND children in an inclusive environment</p> <p>To ensure smooth transition of all pupils with SEND to new classes or a new phase of their education</p> <p>To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc.</p> <p>To promote the involvement of disabled students in classroom discussions/activities</p>	<p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing:</p> <ul style="list-style-type: none"> • Wheelchair access – ensure corridors are kept clear with full access to all areas of school • Individual ipads and/or laptops for children as required • Elklan training for staff in both FS, key stage 1 and key stage 2 • Giving alternatives to enable disabled pupils to participate successfully in lessons such as 1:1 support or adapted resources • Personalised timetables for children with both whole class support and individual/group work • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	<p>Ongoing</p>	<p>All staff attending INSET. Evidence in lessons</p> <p>Ensure children are included – pupil voice</p> <p>Successful transition into new activities or classrooms at the start of a year/transition points</p>
<p>Improve and maintain</p>	<p>The environment is adapted to the needs of pupils as required. School has wide doors/corridors</p>	<p>To ensure the wider school community are aware of accessibility</p>	<p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by</p>	<p>Ongoing</p>	<p>Lessons start on time without the need to make</p>

<p>access to the physical environment</p>	<p>for accessibility. Ramps outside for wheelchair access and two disabled toilets. There are two disabled parking bays and 3 disabled toilets that are located at different points in the building.</p>	<p>issues. To ensure the local governing body are aware of this plan and adaptations are discussed.</p>	<p>providing:</p> <ul style="list-style-type: none"> • Wheelchair access • Office staff to maintain vigilance with use of 2 disabled parking bays at the front of school • New library shelving to be purchased as low height 		<p>adjustment to accommodate the needs of individual pupils.</p> <p>Pupil profiles</p> <p>Meetings timetabled</p> <p>Minutes of safeguarding meetings</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Internal signage – many signs are bilingual to support families from other countries</p> <p>Induction loops – all classes have induction loops fitted</p> <p>Pictorial or symbolic representations – school work alongside professionals to identify children with additional needs and provide resources on a 1:1 basis.</p>	<p>To support all pupils, including those with EAL to participate fully in the life of the school.</p> <p>To ensure that all members of our school community can access school newsletters and information</p> <p>To continue to utilise the diversity of our staff to support vulnerable families with English as a second language</p> <p>To improve the attainment and participation of pupils with social, emotional and mental health difficulties</p>	<p>Pupils with EAL receive differentiated support including small group interventions as required on an individual requirement basis</p> <p>Written information to be sent home in different languages as appropriate.</p> <p>Review learning mentor support regularly to ensure children with mental health difficulties are identified and supported with external support utilised as necessary</p>	<p>Ongoing Learning mentor – half termly meetings</p>	<p>Pupil voice and parent voice</p> <p>Minutes of ELSA sessions show effective support for vulnerable pupils</p> <p>School environment reflects aims and objectives</p>

MONITORING & REVIEW

It is the responsibility of the Head of School and Governing Body to monitor the effectiveness of this Accessibility policy by:

- Monitoring the progress of children with disability, comparing them with the progress made by able bodied children.
- Assess the impact of this plan through regular review of the action plan above.
- Provide training for staff in accessibility needs and raising awareness of disability discrimination.

The Governing Body and Head of school will review this policy every three years, or earlier if considered necessary.

This policy should be read in conjunction with the following policies:

- ❖ Equal Opportunities Policy
- ❖ SEN Policy and information report
- ❖ Race Equality Policy
- ❖ Looked After Children Policy
- ❖ EAL Policy
- ❖ Health & Safety Policy
- ❖ Teaching & Learning Policy

Policy date September 2019

Due for update September 2022 (but maybe updated more regularly if required)