



WESTONZOYLAND

Community Primary School and Pre-school

Accessibility Plan

September 2023 - 2026

Ratified by:	Ratified by:	
Headteacher	Chairs of Governors	
Andy Clark	Amy Saturley	Laura Proud

Review date: September 2026

The Governors and staff at Westonzoyland Primary School and Pre-School are committed to ensuring that all children enjoy school and achieve their very best. We do this by taking account of pupils' differences and needs. We offer a broad and balanced curriculum and encourage all children to aspire to fulfil their potential.

Introduction

Schools and Local Authorities need to carry out accessibility planning for disabled pupils. These are the same duties that previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

Purpose

The purpose of this plan is to show how Westonzoyland Primary School and Pre-School intends, over time, to increase accessibility in the following ways:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.

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.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. We aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age-relevant after school clubs, leisure and cultural activities and educational visits without additional charge.

1. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	For the County given timeline for children currently on high needs funding to be followed to request statutory assessment	SENDco to attend relevant training and carry out SEND reviews and assessments to support this.	SENDco	Ongoing	Pupils with high needs funding will have a request for statutory assessment
	EHCPs are in place or being applied for in line with the LA's guidance for those who need them.	For all High Needs and EHCP pupils to have a personal learning plan.	PDM time each half term	SENDco Class teachers	Ongoing and as required	Personal learning plans will be in place and used as a means of demonstrating the graduated response and plan-do review process for all high needs and EHCP pupils.
	We use resources tailored to the needs of pupils who require support to access the curriculum, such as Eclipse Magnifiers, pre-braille resources, Soundfield systems sensory equipment, TEACHH stations.	For the SENDco to carry out monitoring as part of their role.	Time allocated to monitoring in diary.	SENDco		
	Curriculum resources include examples of people with disabilities. Individualised timetables and learning schedules are used when appropriate	For the SENDco and Senior Leadership Team to ensure that they are proactive in ensuring that resources specifically tailored to pupils who need additional support are appropriate and	SENDco and Senior Leadership Team to seek ongoing advice from relevant external professionals	SENDco and Senior Leadership Team	Ongoing	A monitoring document will be updated regularly to show in class working with staff and/or groups of/individual pupils.

	Curriculum progress is tracked for all pupils, including those with SEND or a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. The SENDco and senior leadership team (SLT), ensure that monitoring is carried out to ensure that adaptations are being made and that quality first teaching is responsive to the needs of all pupils. Planned and ad hoc training opportunities are included each year. All teachers are teachers of pupils with disabilities and/or SEND needs. This is embedded in the Teaching Standards. Teachers receive termly observations against the expectations stated in the Teaching standards and the	maintained. For the SENDco to ensure they are effectively utilizing and using all hours given from the Learning Support Service and the Educational Psychologist to ensure the curriculum is accessible to our vulnerable learners and pupils with SEND and/or disabilities.	SENDco to book hours via the Education Psychology service and Learning Support service in the Autumn term when possible. SENDco to ensure use of these allocated hours benefit as many as our pupils as possible	SENDco	Ongoing	Pupils with additional needs are happy in school, feel well supported and are making progress within their curriculum Educational Psychology hours and Learning Support Hours are allocated and used. Raised staff confidence in strategies for differentiation and increased pupil participations All staff are fully aware of the needs of our pupils.
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	accessibility of our curriculum is an area of focus. The SENDco liaises with external professionals on a weekly basis to seek support and recommendations for pupils that require this. Staff have great experience in supporting additional needs and have attended formal training. All external trips and visits are open to all pupils. Visits are planned with the needs of particular pupils in mind. Exception to this, is determined based on risk to the safety of a pupil via a risk assessment. Access arrangements are gained when required for assessment.					
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Provide access to school life for pupils with a disability	Provision of specialist equipment to increase access to the curriculum. One to one support for severely disabled pupils when required. Additional support for pupils with specific medical needs. Healthcare plans are in place for pupils that require them. Communication folder is in place in classrooms and regular team meeting assigned for discussion around pupils who have a disability, medical and/or SEND need. Dedicated half termly PDM focusing on provision maps and learning plans. Our school has both nurture provision and/or ELSA in place.	Staff receive SEND and medical training or shadowing of expertise when working with a disabled child or child with SEND. Staff working with a pupil receive training specific to the medical need (ie: diabetes, allergies, PEG feeding etc) and work in close liaison with the family and school nurse. Medical funding being applied for when required.	Senior Leadership Team to be proactive in booking training to the need of pupils SENDco seeking up to date guidance around how to apply for Medical Funding	Senior Leadership Team/Staff SENDco	When required When required	Healthcare plans are reviewed when required. Staff are up to date with relevant training Pupils with medical needs and or disabilities are able to have their needs successfully met in school by staff Medical Funding is applied for when required.
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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. All of the internal access of the school is disabled friendly. The school is flat and accessible, with no requirement for lifts. Other equipment includes: • Ramps for wheelchair and walkers. • Corridor width • Disabled parking bays for staff and parent/carers and visitors • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Clear marking with yellow, textured strips and/or paint lines on the floors, shelves, around obstacles for those with visual impairment. Personal Evacuation Escape Plans in place where required and monitored through regular fire drills.	Layout of school allows access for all pupils to all areas, meaning independent movement can take place. The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Consider the needs of our disabled pupils, parents/carers and staff when any redesign is taking place Be aware of staff, governors and parent/carers access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/carers through SEND coffee mornings and newsletter. Consider access needs during recruitment process	Head/Governors/site manager/business manager/school surveyor. Head teacher Business manager Head teacher Business manager	Once a year via Newsletter During recruitment process	Re-designed buildings are usable by all Those accessing the site feel their needs are being met. Access needs do not influence recruitment and retention issues
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Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Visualiser • Soundfield • Pictorial or symbolic representations	Review our information via newsletters and website to parents/carers to ensure it is accessible	Provide information and letters in clear print. Office will support and help parents to access information and complete school forms when required	Office	Ongoing	All parents receive information in a form that they can access. Pupils and/or parents feel supported and included
	Regular information given via the school newsletter to save overloading parents with information. Newsletter available on our website, for ease of access. This can be zoomed in too for those with visual needs. Where applicable, parents supported in accessing information. For example a SEND coffee morning takes place every half-term and the county weekly SEND newsletter is available on our website.	Ensure that when requested we can provide information in other language for pupils or prospective pupils and their parent/carers.	Ensure website can be easily navigated and is accessible	Technician	Ongoing	
	Information regarding support groups and organisations are regularly shared on our website and through our school Facebook	Ensure that when requested we can support pupils, prospective pupil or parent/carers who have visual or hearing needs.	Access to advice from external professionals when required. For example sign language interpreters and translators.	Senior Leadership Team/office	On request	
				Class teachers SENDco	Ongoing reviewed termly	Plans are used to plan and evaluate need in line with Plan/ do /

	page.					Review.
	Personal Learning Plans introduced and replaced previous support plans to include more of pupil and parent voice.	Review the impact of these at PPMs and with Learning Support Advisory teacher.	Half termly PDMs to update Personal Learning Plans.			

2. 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 SENDco, Headteacher and full Governing Body.

3. 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 (SEND) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit template

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				