

# Accessibility Plan



Watlington  
Community  
Primary School

Approved by:

*Sauelle*

Date:

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Next review due by:

To be reviewed every three years - July 2025

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## **1. The Purpose of this Plan**

This plan sets out how our school will increase access to education for disabled pupils in three key areas:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.

Our school accessibility plan will be reviewed every three years and reported on annually.

## **2. What does accessibility and inclusion mean for our school?**

We are committed to providing a school that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

- (a) Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not
- (b) Avoid segregating or stigmatizing any users
- (c) Provisions for privacy, security and safety shall be equally available to all users
- (d) Ensure dignity in use for all users.

## **3. Definition of disability**

The definition of disability is set out in the Equality Act 2010, Part 6:

'A physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day to day activities'.

### **Reasonable adjustments for disabled people**

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

## **4. Information about our school**

You can find out about our school on our website, [www.watlington.norfolk.sch.uk](http://www.watlington.norfolk.sch.uk)

We are a 4-11 Community Primary school in a village in West Norfolk. In 2022, we will have 6 classes and 167 on roll. The school comprises of a single storey building, with access throughout for disabled persons. We are a safe site and gates are padlocked and entrance doors to the carpark are coded or magnetically closed.

## **5. What we have in place to make our school accessible**

The school is inclusive in its approach to all aspects of school life. Governors wish all children to take part fully in the life of the school. We feel it is important to ensure that all learners are included into the class learning environment. Where appropriate the curriculum is differentiated to allow access for all e.g. adaptations for dyslexia and physical disabilities.

Watlington CP School has a small proportion of pupils on the SEN register 13.3% on the SEND register and 2.42% with an EHCP. This is fractionally above national figures. All pupils are ambulant. Where pupils are temporarily on crutches or uses a walking frame, an individual risk assessment are completed and PEP.

Teaching staff are careful to ensure that all pupils can access the curriculum. In core subjects these are taught in mixed abilities so that all children are supported with their learning, Pupils are not discriminated in PE for example as staff ensure that they continue to take part with activities adapted for their disability.

The building is a single storey construction. Increased access to all areas has been enabled through the building of a ramp at the front of the school and to the Year 1 classroom. Each classroom has a fire exit directly to the outside and large doors are in place to enable access to the outside. A disabled toilet is also available to those that may need it.

Each classroom is fitted with a HD board that can allow for increase the size of the font.

Where information is normally given out in writing, this can also be given out in other various ways if requested.

Newsletters are available on the website which can then be downloaded and the font size increased if necessary and in addition we are able to enlarge documents or print on different coloured paper if this is requested.

## **6. Challenges to accessibility that we want to address**

This plan is under constant review, depending on the abilities and disabilities of the pupils and community that come into contact with the school. A Risk assessment may need to be in place to enable the best access for each individual.

Disabled toilet is available to use, but is cramped and also used as storage space, this should be tidied and well equipped for use as a hygiene space.

Some pupils are non verbal and are unable to effectively communicate their wants and needs, other pupils have special educational needs and require visual prompts and aids to help them to access learning in the classroom.

Some pupils have sensory needs which overwhelm them and are then unable to access learning

## 7. Action Plan

	What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
1	<p>Create environment where pupils sensory needs are being met and therefore able to access curriculum</p> <p>-Ongoing programme of staff training in SEN and disability awareness to reflect diverse needs of students within the school and anticipatory duties.</p> <p>-Explore building sensory room</p> <p>-Sensory circuits</p>	<ul style="list-style-type: none"> <li>- Sensory circuits so pupils are calmed or alerted to engage with learning</li> <li>- Sensory room as a calming or stimulating space to meet pupils sensory needs</li> </ul>	HT SENDCO TA Team	Budget dependent for sensory room  July 2025
2	<p>PSHE Curriculum continued to be reviewed to ensure diversity and education pupils on inclusion.</p>	<ul style="list-style-type: none"> <li>- Pupils can greater understanding and acceptance of disability, diversity and differences in people</li> </ul>	PSHE lead HT	July 2024
3	<p>Improvements to disable toilet as hygiene space</p>	<ul style="list-style-type: none"> <li>- Pupils who require intimate care have a clean and tidy space for this and can develop towards independence</li> </ul>	Caretaker HT	Easter 2023
4	<p>Develop use of PECs for pupils who are non-verbal or require visual prompts to access learning</p>	<ul style="list-style-type: none"> <li>- Pupils who require this are able to communicate more effectively</li> <li>- Pupils have visual reminders of expectations or timetable for the day to help them access the curriculum</li> </ul>	SENDCO Teachers	July 2023
5	<p>Monitor site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> <li>- All people can access the school site safely including guests</li> </ul>	HT Caretaker	Ongoing