



Accessibility Plan

Signed By:	Role	Date
W Leeming	Headteacher	12/11/24
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Date plan last reviewed: 16/10/2024

Next review due: Oct 2027

Our 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

At Waverley Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. We aim to treat all our whole school community with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This is reflected in our school aims, which state:

If we enjoy, we achieve, working together your child can gain the confidence and aspiration to achieve their dream.

We believe that all children are entitled to a broad, balanced and relevant curriculum, including access to the National Curriculum. All children are encouraged to achieve their full potential in a caring, supportive environment which promotes pupils' social, emotional and intellectual development and fosters confidence and independence. We aim to provide educational experiences that take account of children's individual needs and are appropriate to their level of ability.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. (Please see our Equality and Diversity policy)

The school supports any available partnerships to develop and implement the plan. These include working with the LA and Educational Psychology Service, the SENDCo, Miss Douse manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school works closely with specialist services including:

- Speech and Language Therapy
- School Health
- Occupational Therapy
- Community Paediatrics
- Newcastle and Gateshead Children and Young People's Service (CYPS)
- Local Authority SEN School Improvement Service
- SEND Outreach Service
- SEMH Team
- Individual SEMH support provided by SENDOS (Debbie Forster)
- Action for Children Counselling
- In-school psychotherapeutic counsellors to support mental health
- Children North East Counselling service
- Trinity outreach support
- Breaking the Cycle counselling
- Clinical psychologists via hospital

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Overview

This plan considers the following three areas as identified in the introduction:

- ★ Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- ★ Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- ★ Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled pupils can participate in the school curriculum.

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENDCo, Miss Douse, manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Waverley Primary School.

Waverley Primary School includes the following positive aspects, designed with the needs of disabled pupils in mind:

- A single storey building, improving access for pupils with mobility difficulties;
- An almost fully carpeted environment, reducing noise pollution for pupils with hearing impairment;
- An accessible toilet located at the front of school;
- A fully networked environment, with broad band internet access in all classes. This enables easy access to the school network which, over time, will provide an increasingly wide range of software to meet the needs of disabled pupils;
- All classrooms have interactive tv's facilitating a wide range of learning styles
- An ICT suite which is open and accessible to all pupils;
- A separate gymnasium with wide double doors on entry, enabling access. The hall also has a floor area of sufficient size to ensure that any disabled pupil accessing PE in their wheelchairs will be able to safely join in the planned class activities;

- Two school yards, the bottom yard only accessible via an external ramp and through a locked gate promoting the use of the outdoor environment by pupils with mobility difficulties which has recently been re-surfaced
- Outside shelter areas, diffusing sunlight and offering protection from both rain and sun for those with sensitive skins;
- Wide corridors and doors permitting easy movement around the building for those with mobility difficulties;
- A separate dining hall with double doors entry/exits

In summary, we consider that the physical environment provided by our school offers an appropriate setting for the integration of a wide range of disabled pupils.

Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

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 (SEN) information report
- Supporting pupils with medical conditions policy

Action Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with disability	Our school offers a differentiated curriculum for all pupils	To increase the sensory EYFS resources to meet the needs of our pupils.	Complete audit of sensory equipment needed build sensory room and submit action plan to SEND capital team for potential funding.	WL/ED	Jan 2025	On asking, staff and pupils are able to access a greater range of resources which meet need.
	We use resources tailored to the needs of pupils who require support to access the curriculum					
	Curriculum resources include diverse examples of people	To increase the inclusiveness of resources which show people with disabilities	ML	During PSHE lessons, books with disability will be being used across Key Stages		
	Curriculum progress is tracked for all pupils, including those with a disability		All staff			
	Targets are set effectively and are appropriate for pupils with additional needs		Ensure disability is considered in trip offers			
	The curriculum is reviewed to ensure it meets the needs of all pupils	To ensure trips are accessible for all pupils.	When trips are organised, an assessment will be made of their accessibility for all			All children are able to participate in all trips.

			pupils before trip is booked.			
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Single storey building Ramps Corridors are wide Disabled parking bay Disabled toilets Library shelves at wheelchair-accessible height</p>	Provide emergency assistance alarm in disabled toilet	Obtain quote for installation of pull cord	ED	July 2024	Alarm installed
Improve physical environment	Improve current alarm / lockdown system	Provide 1 system for evacuation and lockdown.	Replace existing alarm system, new system to include visual aids for when alarm activated	WL/ED	When capital funding allows	New system installed
	LED lighting around school	Provide good quality lighting around school	Continue to replace old lighting around school.	WL/ED	On-going	When all lights have been replaced
	Consistent heating and ventilation systems	Provide system that can be easily controlled	Replace multiple types of heating with one system	WL/ED	When capital funding allows	New system installed

