



Wrekin View Primary School and Nursery

Accessibility Policy and Plan

Date of policy creation	March 2022
Updated	October 2024
Policy Lead	Mrs. F. Atherton
Policy adoption by the governing body	October 2024
Frequency of review	Three yearly
Review due	March 2025

Accessibility Policy

Introduction

The Equality Act 2010 aims to protect people with disabilities and prevent disability discrimination. It provides legal rights for people with disabilities in all areas of life, including education. It is unlawful for a school to treat people with disabilities unfavourably. Schools have a general duty that states all public authorities are legally required, when exercising their functions, to have due regard to the need to eliminate discrimination and harassment that is unlawful under The Equality Act 2010. We recognise that these duties reflect the international human rights standards as expressed in the UN Convention on the Rights of the Child, UN Convention of Rights of People with Disabilities and the Human Rights Act 1998.

When considering The Equality Act, 2010 we will consider how we ensure equality for the protected characteristics: age, sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, marriage and disability identified in the Equality Act. Unfavourable treatment could include direct discrimination, indirect discrimination, discrimination by association or discrimination arising from a disability or harassment. The Act contains further guidance on the meanings of these definitions.

In addition, the Special Educational Needs and Disability Code of Practice: 0 to 25 years gives practical guidance on how to identify and assess children with SEN and disabilities. Since Sept 2014, Local Authorities and schools have been obliged to take account of this Code, as well as the Children and Families Act 2014. Other related legislation and guidance which could be read alongside this policy are:

- Reasonable adjustments for disabled pupils (2012)
- Supporting pupils at school with medical conditions (2014)

Our School Aims:

Our school aims to offer the best possible environment for all children to come to learn readily and easily. The inclusive environment is welcoming, caring and friendly. In this environment the children receive a curriculum based on the best possible educational opportunities to allow full potential to be achieved. It is our aim that staff are equally well supported with any disabilities or we will make reasonable adjustments to accommodate their needs.

Our school caters for all abilities and needs. We value each individual, each contribution from children, parents, staff and the wider community. Positive attitudes of well-being and good behaviour are encouraged through mutual trust and respect; the cornerstones being praise, appreciation, encouragement and success. We recognise that every individual has qualities and strengths to offer and we aim to foster good relationships between all pupils with or without the protected characteristics.

We will ensure that the General Duties and the Specific Duty identified in the Act are adhered to, and our accessibility plan outcomes are published on the website.

Admissions

Wrekin View Primary School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, advice from Support Services and other relevant professionals will be sought where necessary, to enable an assessment of the individual's needs to be made. This will include access to the various areas of the school premises and the requirements of the school curriculum. Parents and carers of pupils with disabilities will be consulted to identify and, wherever possible, to remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school. Wrekin View Primary School comprises mainly a single storey building with part of it having 4 steps due to the nature of the site. Whilst the Equality Act does not require schools to change their premises, it does require long term plans to be made for improving access to the premises. Therefore, inside we have a sloped ramp linking the KS1 and KS2 areas of school and a sloped ramp connecting the school to the MUGA as well as a sloped ramp giving access to the Year 3 entry into school.

Curriculum Offer

The staff at Wrekin View Primary School value pupils of different abilities. The school curriculum is implemented to meet the specific needs of individuals and groups of children by:

- Setting suitable learning challenges, including interventions on Individual SEND Plans as well as differentiated planning; responding to children's diverse learning needs;
- Overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programmes, use of ICT, braille and visual aids
- Using Makaton
- Ensuring individuals are able to access other curricular opportunities outside the school curriculum such as school trips, after school clubs, sports, theme days and other special events.

When planning their work and arranging their classrooms, the staff will take into account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and access strategies. At Wrekin View Primary we value a multi-sensory learning approach, and children regularly use visual / auditory cues to support their learning.

Support staff are deployed according to their strengths, abilities and training. They provide effective support and work closely with class teachers to ensure that the pupils make good progress towards their individual targets. Training is given to teachers and teaching assistants to teach and support pupils with a specific disability.

Most written information is presented in different formats to make it accessible. This includes:

- Adaptation of work activities;
- Visual timetables;

- Now and Next boards;
- Visual presentation of information and cue cards;
- Use of Symwriter to develop independent recording and writing
- Use of appropriate fonts and font sizes;
- Use of coloured backgrounds on IWB or coloured paper;
- Using an enlarged font for people with Visual Impairment

The school is aware that the Local Authority is able to provide translation services and Braille copies as required. We also work closely with the Sensory Inclusion Service, taking advice from them on supporting specific pupils and using any equipment required.

Monitoring of progress will be carried out by class teachers, the Headteacher, SEND Co-ordinator and other staff as appropriate and used to inform future planning of provisions to meet each individual's needs. This could include applying for examination concessions when appropriate.

The Accessibility Policy will be reviewed every three years but the Accessibility Plan will be reviewed annually, to reflect the changing needs of our school population.

Accessibility Plan

Outcome 1: Access to the environment

Desired Outcome	Action	Responsibility	Timescale	Success Criteria
<p>To identify any children in incoming cohort, or children who transfer at any time during the academic year, who may have specific special educational needs or a disability which require additional facilities.</p>	<p>Liaise with feeder school / nursery</p> <p>Identify specific needs and discuss with LA and parents.</p> <p>Decision to be made as to whether the school can fully meet the needs of the child.</p> <p>Provide appropriate training for relevant staff.</p> <p>Transition meetings and extra visits (if necessary)</p>	<p>Headteacher / SENDCo</p>	<p>Annually</p> <p>As required</p>	<p>LA and school work in partnership and make all reasonable endeavours to enable access.</p>
	<p>To ensure all disabled pupils are able to take part in off-site visits</p>	<p>Consideration of the location/facilities provided for the visit when making a booking.</p> <p>Purchase / liaise with outside agencies to get equipment needed. Liaise with external agencies to make reasonable adaptations for pupils with a hearing or visual impairment. This includes staffing, location and resources.</p> <p>Hire a coach which can cater for wheelchairs if necessary.</p>	<p>Class teacher / year group Leader</p> <p>Office staff</p>	<p>Termly for each visit</p> <p>As required.</p>
<p>To improve the physical environment of the school to increase the extent to which children, staff or adults with a disability can take advantage of education and associated services.</p>	<p>Take account of the needs of children, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes and more accessible facilities and</p>	<p>Headteacher/ SENDCo / Site Supervisor / Governors</p>	<p>Termly review of grounds</p> <p>Annual risk assessment for pupils and staff completed in September each year and checked termly.</p>	<p>Enabling needs to be met where possible and children (staff and parents) with a disability to have equal and safe access to all of the areas of the school.</p>

	<p>fittings.</p> <p>Create a risk assessment for each child or staff member with a disability;</p> <p>Provide additional lunchtime support as needed to enable children with disabilities to access the adventure playground / school field;</p> <p>Provide a ground floor meeting room and a disabled parking space for parents with a disability to attend meetings and park their vehicle.</p> <p>Ensure disabled car parking, playgrounds and paths are accessible for all by identifying and eliminating hazards through regular safety reviews.</p>			
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Outcome 2: Access to information

Desired Outcome	Action	Responsibility	Timescale	Success Criteria
<p>To continue to make available, as required, written information in alternative forms, or staff to consider how they can share information with stakeholders.</p>	<p>Some use of videos made by staff with key messages, rather than written material, which are shared on Class Dojo or the website.</p> <p>Material can also be translated to support speakers of other languages and also to meet the needs of those with English as an Additional Language.</p> <p>Face to face contact with parents to share key information. Parents can book meetings with staff to discuss concerns.</p> <p>Use of translators to support in meetings with parents whose English is a second language.</p>	<p>Class teachers</p> <p>Class Teacher / Parents to use translation service.</p> <p>All staff</p> <p>Adult in school leading on the meeting.</p> <p>SENCO</p>	<p>Ongoing</p> <p>As required</p>	<p>The school can provide written information in a variety of formats to meet specific needs and the needs of parents.</p> <p>The school use Class dojo for stories and messaging which has an inbuilt translation function for parents.</p> <p>School limit the number of emails sent home.</p>

	Using the Sensory Inclusion Service, the School has access to a Braille Machine and provision to make available material in large print and sensory books.			
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Outcome 3: Access to the curriculum

Desired Outcome	Action	Responsibility	Timescale	Success Criteria
Make equipment available for children to provide access to curriculum to meet a variety of individual needs.	Assess individual needs and obtain appropriate equipment e.g. sit n move wedge, writing slopes, pencil grips, coloured overlays, size of font, ICT equipment, translated word mats etc.	SENDCo Class Teachers VI Team.	Ongoing	The school has suitable equipment to support access to the curriculum for children with specific learning difficulties e.g. dyspraxia. The school has adapted resources and equipment for visually impaired pupils.
To continue to provide Makaton signing in the Early Years, where this is deemed necessary by a speech therapist.	Provide pupils with a visual impairment with time and resources to learn to Braille and use the SIS to prepare learning materials for lessons.	All staff	As required for new staff	Pupils in Wrekin Giants and Nursery become familiar with basic Makaton signs. A small number of pupils in the Language Class may use this too.
To create positive images of equality within the school so that pupils grow into adults who have some understanding of the needs of disabled people and the diversity of the world we live.	New staff to endeavour to learn key signs used in school. Training available for new staff (via speech therapy invite)	Whole staff All staff	Ongoing	The school promotes equality for all.
	Promotion of British Values, including tolerance, through our whole school curriculum offer.			
	Specific activities in our PSHE planning and lessons, whole school values assemblies and special events such as 'No pens day', Children in Need and Comic Relief and multicultural celebrations.			

Statement of progress

Action taken	Outcome
Edges of all steps, inside and out, highlighted in yellow.	All steps are clear to see, as a hazard.
Vertical poles under the canopy have foam padding around them.	If pupils bump into them, they will not hurt themselves.
Contrasting coloured handles on hall doors to make them stand out.	Pupils with a visual impairment can see where the handles are.
Symwriter licence purchased for use throughout school.	All pupils have a form of assistive technology available to them, for reading and writing.
Textured carpet edges added	Pupils with a visual impairment can feel where the edge of the steps are.
Lighting in the girls' toilets is bright and well distributed	There is an even distribution of light, no matter which toilet cubicle is used.