



Water Orton Primary School

Accessibility Plan

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Water Orton Primary School intends, over time, to increase the accessibility of our school for disabled pupils and visitors. Water Orton Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

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

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA by:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development Plan
- School Prospectus and Vision Statement
- School's complaints procedure

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Water Orton Primary School will address the priorities identified in the plan. The plan is valid for three years 2021-2024. It is reviewed annually.

Section 2: Aims and objectives

Accessibility Plan Code

- C. Increase access to the curriculum for pupils with a disability
- E. Improve and maintain access to the physical environment
- I. Improve the delivery of written information to pupils and parents

The table below sets out how we will achieve these aims

Review and Evaluation:

Water Orton Primary School Accessibility Plan

Updated by Resources Committee March 2021 March 2024

Agreed by FGB March 2021

To be reviewed March each year.

Aim	Accessibility Planning Code (C, E, I)	Actions to be taken		Person responsible	Date to complete actions by	Success criteria
To offer specialist provision for SEND children in an inclusive environment	C, I, E	To integrate Evergreen resource base children into mainstream lessons and activities as appropriate e.g. after school club, school trips.	Integration timetable for the curriculum. ASD friendly environment around the whole school Inclusive activities and school trips	Shabana Reagn	Ongoing	Integration timetable
To ensure smooth transition of all pupils with SEND	C, I, E	Meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs Transition of information to secondary and visits. Meetings with secondary staff SENCo links to professional info for teachers to have access to prior to transition into reception Stay and play sessions for reception Regular safeguarding meetings to discuss children at risk.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms. Secondary SEN days	Class teachers SENCo Learning mentor	Annually Summer term Annually	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils. Meetings timetabled Information shared
To improve the progress and participation / for pupils with cognition and learning difficulties.	C, I	Staff training on scaffolding Communication in print resources	Deliver INSET training to support SEND knowledge and strategies to Scaffold Ongoing training for all staff. Staff receive support from SENCO and SLT as required.	SENCo	Ongoing	All staff attending INSET. Evidence in lessons.
To improve pupil voice for children with SEND at school		SEND pupils to be on school council	School council	School council lead	Ongoing	SEND pupils on school council

<p>To develop all pupil's understanding of their emotional needs and support emotional regulation</p> <p>To ensure access to mental health and well being support</p>	C, I	<p>Review learning mentors support for children with MH difficulties and adapt as required.</p> <p>Zones of regulation</p> <p>Superflex</p> <p>Signpost parents to support</p>	<p>Access to Zones of regulation for all pupils in school</p> <p>Zones of regulation ambassador (HLTA)</p> <p>Information sent to parents and on website to support at home</p> <p>Signposted documents on school website. In school support and external agency contact details provided.</p>	<p>Learning mentor, DSLs and SENCO</p> <p>SENCo</p>	Ongoing	Website signposts to effective resources
Accessibility to classrooms and areas of learning, play or health care.	E	School is newly built with accessibility in mind. The building is on one level, there are no steps to negotiate and access is available to all areas. 2 accessible toilets are provided. Main entrance has automatic doors	School caretaker to monitor access remains open for children with a physical disability.	Caretaker, SLT	Ongoing	School fully accessible
Ensure school documents can be easily accessed by those who do not speak English as an additional language or those who are visually impaired	I	New school website (Spring 2020) has a translate function.	Continue to monitor website	SLT	Ongoing	Website fully accessible
Ensure vehicle access at drop off and collection times for parents with a physical disability	E	4x Disabled parking bays are available for use. We ask parents to let the school know that these are required so that they are available when required.	Monitor the use	Caretaker	Ongoing	Parking accessible as required