

# Widden Primary School Accessibility Plan

**January 2024**

This Accessibility Plan applies to Widden School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

## **Approval and review:**

This plan is the responsibility of: Headteacher and SENCO

This plan was approved by the Governing Body on: [Date](#).

This plan is due for review by: January 2025

## **Widden Primary School Accessibility Plan**

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:

“a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of the Governing Body of Widden School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum.
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Widden School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

### **Widden Primary School**

Widden is a larger than average sized primary school with up to 420 pupils on roll. (Currently 402 on roll, plus 48 in Nursery)

It is a single storey building with an additional two classrooms in an Eliot building.

We cater for children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions.

#### **Current access arrangements at Widden**

- Most areas of the school are accessible to all pupils.
- Disabled toilet facilities in the main school building are fitted with a handrail and a pull emergency cord
- The school has internal emergency signage and escape routes are clearly marked
- Personal Risk Assessments are in place with reference to emergency egress for identified pupils

and parents

- All school information is available in large print on request.
- The school supports any available partnerships to develop and implement this plan.
- Liaison with specialist services to ensure appropriate support is provided for identified pupils and reasonable adjustments made.
- All lessons, education visits, learning experiences and after school clubs are accessible to all pupils irrespective of attainment or impairment
- Expectations for all are high and everyone is valued and made welcome.
- The Child and Family Team work to identify and eliminate barriers to learning and participation.
- Teaching staff have a good understanding of how disabilities can affect learning and ensure their planning & teaching is inclusive, varied and differentiated to meet the needs of all individuals and groups
- The school has a clear complaints procedure and an 'open door' policy to ensure issues are dealt with promptly.
- This plan will be made available online on the school website.

#### **Widden School's vision for disabled pupils:**

At Widden, our values reflect our commitment to being a school where there are high expectations of everyone. We aim to prepare our children for the opportunities, responsibilities and experiences of life by providing a wide range of high quality, stimulating and challenging learning opportunities so that each child attains and achieves all that they are able to. We strive to create a community that is supportive and friendly as well as challenging, so we can establish good learning habits for school and for the future. We want the very best for all our children and everyone in our school is important and included.

We recognise and value everyone's uniqueness and success. We celebrate learning in all its forms and are committed to nurturing lifelong learners who have confidence and good self-esteem. The school aims to ensure that our physical environment, curriculum and written information are as accessible as possible.

Staff receive regular training in supporting children with SEND and we work with a range of external agencies to achieve this end. Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

## PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

### 1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Purchase of coloured overlays for computer screens	To improve access to ICT equipment for pupils with dyslexia/visual stress	SLT			
Ensure that resources are tailored to the needs of pupils who require access to the curriculum	To ensure compliance with regulations	SLT			
Extend and develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact	Improved attainment and progress for SEND students	SLT			

### 2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
To ensure provision of designated disabled parking spaces	Proper access to parking for disabled staff/visitors	Head Teacher Site Manager			
Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	No student is impacted by a lack of accessibility to the building and environment	Site Manager SENCO			

### 3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
<p>Improve availability of information for parents and children: Display appropriate leaflets for parents to collect.</p> <p>Translated documents provided where appropriate.</p> <p>Translate function on school website.</p> <p>Improve internal signage.</p> <p>Large print resources</p> <p>Braille</p> <p>Induction loops</p> <p>Pictorial or symbolic representations</p>	<p>Parents and pupils feel fully involved in the life of the school and can access important information</p>	SLT			
<p>Key information for visitors will be provided in suitable form</p>	<p>To ensure that visually impaired parents and visitors have access to adapted safeguarding information about the school</p>	SLT			