



Accessibility Plan

School Name: William Law CE Primary School

Role	Designated Person
Headteacher	Darren Epton-Smith
Designated Lead	Darren Epton-Smith
Date written and approved by governors	12 th Sept 2022
Date to be reviewed	

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1. Aims

William Law CE Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is 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

(See below for action plan)

This plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the *Equality Act 2010*, including understanding disability issues.

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

We have included a range of stakeholders in the development of this accessibility plan. This includes pupils, parents, staff and governors of the school.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the *Special Educational Needs and Disability (SEND) Code of Practice, 0 to 25 years (2014)* '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.

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
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by pupils, parents, staff and governors of the school and approved by the governing body.

4. Action plan

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

1. Increase access to the curriculum for pupils with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
To improve pupil voice for children with SEND enabling them to discuss their learning and aspirations	SEND Council termly	J Paterson	July 2023	<ul style="list-style-type: none">• 3 meetings a year• SEND pupils spoken with when monitoring
To track and monitor % of pupils from SEND and Pupil Premium groups who attend clubs	Analyse % attending at clubs over 3 terms Ensure a balance proportion of SEND and pupil premium children are taking clubs up	D Epton-Smith	Termly	<ul style="list-style-type: none">• Pupil Premium pupils access clubs• SEND pupils access clubs• Action taken to increase participation
Evaluate the curriculum so that it is individual and representative of a diverse society we live in	All staff to be aware of inclusion in all pictures of people To ensure all people who are represented in powerpoints, pictures around school, worksheets etc are representative of all disabilities, race and religion	J Johal	July 2025	<ul style="list-style-type: none">• Diversity is represented within work displayed to children• Diversity represented within school books• Book list collated• Curriculum is diverse
Increase staff awareness of how autism presents in girls	Staff training on girls and autism	J Paterson	Dec 2022	<ul style="list-style-type: none">• Staff have a greater awareness of ADS in girls

				<ul style="list-style-type: none"> • Increase in identification of girls who have ASD traits
All staff to have an awareness of autism and how to support children's needs	Autism training for all teachers and TA's	J Paterson	July 2024	<ul style="list-style-type: none"> • Greater awareness of ASD strategies to support • ASD identification increases • Pupils supported well with ASD
To ensure the curriculum is accessible to all pupils including SEND and disadvantaged groups through scaffolding	<p>In-school training for staff academic year 2022/23</p> <p>SEND consultant to support use of Teaching Assistants in the classroom</p>	J Paterson	July 2023	<ul style="list-style-type: none"> • Pupils with SEND and disadvantaged status make good or better progress • Gap between disadvantaged and non-disadvantaged pupils narrows • Staff have a greater understanding of how to support children with additional needs or who come from a disadvantaged background.

2. Improve and maintain access to the physical environment

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
Wheelchair access into school	A wheelchair friendly buzzer at the front door to open the door	AM Venters	July 2025	<ul style="list-style-type: none"> All visitors are able to access school
Sensory room	A sensory room built, extension to current building	AM Venters	Dec 2022	<ul style="list-style-type: none"> Sensory provision for pupils who need a sensory diet
Fire escape route, clearly visible	Fire exit signage down the corridor – always visible. Fire exit on new double reception doors	A M Venters	Dec 2022	<ul style="list-style-type: none"> Fire escapes clearly identified

3. Improve the delivery of information to pupils (and other stakeholders) with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
To develop resources to support mental health across the school	Classroom packs to support mental health Referral process in place Evidence folder for mental health created	S Jessop	July 2023	<ul style="list-style-type: none"> Graduated approach to mental health in place Classroom support packs
Every class to have a timetable of the day, pictorial in KS1 and written in KS2	Staff to understand that ASD children need a timetable for the day. Every class to have a daily timetable consistently. Teachers to experiment with white board colour to help engage all pupils.	All Teachers	Dec 2022	<ul style="list-style-type: none"> Whole school approach to timetable Individual timetable for those who need it
To support pupils with visual stress difficulties access learning material	Teachers to ask their class if a yellow, blue etc board is easier to see/read.	J Paterson	July 2024	<ul style="list-style-type: none"> Pupils with visual stress difficulties are able to access whole class material Pupils feel less anxious about learning
To use pictorial symbols alongside signage to support communication	Purchase widgeit Pictorial timetable to have widgeit symbols Key displays to have widgeit symbols	J Paterson	July 2023	<ul style="list-style-type: none"> Pupils with communication difficulties display less anxiety

