West Pelton Primary School & Nursery

Accessibility plan

Approved by: Committee	May 2024	**Date:** May 2024	
Next review due by:	May 2025		

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1. 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

Our 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.

At West Pelton Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school values, which state that:

- We aim to know each of our children as individuals, setting high expectations for all, in order for them to achieve their full potential.
- We aim to provide a safe and secure environment with an accepting and inclusive ethos.
- First hand learning experiences are at the heart of West Pelton PS. We deliver an innovative, challenging and creative curriculum that encourages resourcefulness and resilience leading to a life-long love of learning.
- As a dedicated team we aim to continually reflect and adapt our practice to meet the needs of our children.
- The partnership between home and school is highly valued. We aim to foster strong links with both local and global communities celebrating heritage, the environment and diversity.

The 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.

The school supports any available partnerships to develop and implement the plan.

As a Durham County Council Local Authority maintained school we contribute to the local offer.

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, including 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, '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.

3. Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Short:- To review the support plans of SEND children to check attainment and progress Short:- Interventions to support children with identified learning difficulties access the appropriate curriculum, or make progress and higher rate Medium:- Increase awareness of disability and hidden disabilities Medium:- To review children's records ensuring school's awareness of any disabilities	Review meetings Timely intervention and support to be delivered based on research. Monitoring of progress Embedded within the curriculum – work on embedding Young Carers Charter and Gold RRS. To allocate dedicated staff meeting time to SEND to share information and cascade training	Class teachers / SENCO / HT Class teacher / SENCO / teaching assistants PSHE lead SENCO	Termly Termly or sooner if required (dependent on length of prog) Sept 22 Termly	Reviewed support plans Children identified with learning difficulties will make good or better than good progress External accreditation Children using correct vocabulary in an open and transparent way Additional SEND information will be stored on both a cloud

		Medium:- In school record system to be reviewed and improved where necessary	To use (CPOMS) linking behaviour and safeguarding	SENCO / DSL	Ongoing	and paper based system
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps where possible • A variety of access options to school • Corridor width • Double opening doors • Contrasting colours between door frame and door • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	Long:- Continue to develop playgrounds and facilities	To allocate SEND budget amount to enhance the playground and facilities Children to identify aspects of play to be improved; Staff to identify environmental improvements for T&L	Rights respecting steering group All staff	ongoing	Grounds and play facilities are improved
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Visualisers • Visual timetables	Short:- To adopt a variety of teaching styles when teaching	Activities planned to engage and include all learners Visualisers used in all classrooms	Ongoing	All staff	Range of activities observed; children engaged

	• Pictorial or symbolic representations					

4. Monitoring arrangements

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

It will be approved by annually by the Governing Body.

5. 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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	Lift for wheelchair user to be maintained and serviced	DCC	Annually
Corridor access	Throughout school	Keep uncluttered to allow wheelchair access	All staff	ongoing
Lifts	N/A	Lift installed Summer 20 (annual service maintained)	DCC	Annually
Parking bays	Disabled parking space allocated	Monitor parking – as car park gates are kept locked access needs to be by prior arrangement	Caretaker	Ongoing
Entrances	1	Double sliding doors to be maintained through annual service	DCC	Annually
Ramps	No ramps in school	N/A (steps are too steep for ramp access)		
Toilets	6	Toilet refurbishment	VH/ HA	July 25
Reception / entrance area	1	Maintain uncluttered access to school Accessible signing in	Caretaker Office staff	Ongoing

Signage (internal and external)	Throughout school	To provide clear information to both pupils, parents and visitors	Caretaker	Ongoing
Emergency escape routes	Throughout school	Monitoring of emergency lighting	Caretaker	Ongoing as part of caretaker checks