



Wateringbury Church of
England Primary School

Accessibility Plan

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November 2022	Updated previous policy

Learning, growing, achieving.....our journey together with God.

Our Vision and Values

Guided by our Christian values and nurturing culture, we aspire to enable everyone to grow to meet the challenges of our ever-changing world and to reach out to the wider community.

Every child is seen as a unique learner, loved by God and is equally valued and championed to achieve their very best in all they do.

LOVE FORGIVENESS JOY RESILIENCE RESPECT COURAGE

Background and purpose

This Accessibility Plan is drawn up in compliance with Schedule 10, Paragraph 3, of the Equality Act 2010. It sets out the Governing Body's plan to improve the access of disabled pupils over a defined period (2022 - 2024), through:

- a) increasing the extent to which disabled pupils can participate in the school's curriculum;
- b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

School Governors are responsible for drawing up, reviewing, revising and implementing this plan, taking into account disabled pupils' disabilities and preferences expressed by them and their parents and having regard to the need to allocate adequate resources to this plan.

This version of the plan has been agreed by governors, the headteacher/Special Educational Needs Coordinator (SENCo) and will be revised following consultation with disabled pupils and their parents, as required.

Timing

This version of the plan covers September 2022 to September 2024.

The plan shall be reviewed annually in July to take into account any needs arising from new pupils due to arrive in September and to incorporate the views of any current pupils with disabilities and their parents.

The plan may be revised any time a new pupil need arises which is not catered for in the plan, at the recommendation of the headteacher/SENCo.

Scope

Disability is defined within the Equality Act 2010 as, 'a person (P) has a disability if P has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

This plan concerns accessibility for disabled pupils and those with a suspected disability awaiting medical diagnosis.

Specific learning difficulties and medical conditions such as Dyslexia, Dyscalculia, Auditory Processing Difficulties, and Sensory Processing Impairment are not included in scope. However, pupils with these difficulties may well be on the school's Special Educational Needs register, so that the learning experiences and environment are tailored to maximise each pupil's ability to learn and enjoy school.

This plan does not include access issues for disabled visitors to the school. Disabled visitors are asked to contact the School Office so that suitable arrangements can be made to accommodate their visit(s). The Accessibility Plan is part of the school's Special Educational Needs (SEN) Information Report.

Other relevant school policies are:

- ◆ SEND Policy
- ◆ Equalities Policy
- ◆ Behaviour Policy
- ◆ Teaching & Learning Policy
- ◆ Health & Safety Policy Statement
- ◆ Supporting Children with Medical Conditions Policy

Needs of pupils including disabilities

The school has children with Autistic Spectrum Condition (ASC) and Attention Deficit Hyperactivity Disorder (ADHD). Like learning disabilities, autism is a lifelong condition. Autistic spectrum conditions are not classed as a learning disability in themselves, however, approximately 20-30% of people with a learning disability also have autism and people with autism are more likely to experience mental health problems (NHS document: People with a Learning Disability, Autism or Both, 2019).

There are currently no wheelchair-dependent pupils or visually impaired pupils, September 2022.

How the school already adapts access for disabled pupils

The access needs of any prospective pupil with a diagnosed, or an undiagnosed but suspected disability, are discussed with parents at transition meetings prior to joining the school.

Accessibility to the school curriculum for disabled pupils

Curriculum adjustment is initially met via Quality First Teaching in the classroom, with differentiation. Further small group or 1:1 learning activities may be introduced to support the pupil. Support from external agencies may be sought to meet the pupil's needs.

Physical accessibility

Disabled pupils' needs are met by staff awareness of an appropriate position for the pupil in the classroom, face to face communication, and provision of 1:1 adult support in emergency/lock down procedures. Classrooms have space with minimal displays as a 'quiet' area for ASC, ADHD pupils to regulate their sensory input. The school is almost entirely on ground floor level and is accessible for wheelchair users throughout via the library ramp. There is a disabled toilet for pupils and visitors.

Modification of information for disabled pupils

All classrooms utilise visual timetables, to minimise stress and anxiety for ASC and ADHD pupils and to prepare them for the day's learning activities. Information is modified in several ways, for example: use of larger font size, coloured paper, coloured white board background, coloured overlay sheets, information provided verbally and visually in repeated small pieces ("chunking"), sensory cushions, sensory exercises and learning breaks, use of an adult to scribe, use of alternative recording techniques (laptops, mind mapping).

Collective worship is modified by alternative seating being available for pupils with any sensory issues, use of sound cancelling headphones, an alternative space and activity for the pupil with 1:1 support as a whole school assembly can be overwhelming and a source of anxiety

Accessibility Plan 2022-2024

Objective	Action	Responsibility	Success criteria
Ensure accessibility plan meets the needs of disabled pupils	Consult disabled pupils and their parents on this plan as part of structured conversations and/or transition. Review Accessibility Plan if appropriate.	SENCO	Positive feedback from pupils and their parents
(a) Increase disabled pupils' access to the curriculum	Continuing professional development for teaching staff of the needs of disabled pupils	Headteacher	Disabilities (including learning disabilities) are widely understood and treated compassionately
	Exciting and engaging curriculum opportunities - all educational visits and workshops to be accessible	SLT and subject leaders	Pupils with disabilities have been fully included
	Endeavour to accommodate individual disabled pupils' needs so they may participate in extra-curricular sports-related clubs.	Headteacher /SENCo	Pupils with disabilities have been included. Feedback from disabled pupils or their parents.
(b) Improving the physical environment for disabled pupils	Ensure all disabled pupils can be safely evacuated, at any time of the school day. Introduce Personal Emergency Evacuation Plans (PEEP) for individual disabled pupils who require them.	SENCo	Feedback from test evacuations at different times of day.
	Improved lunchtime provision for disabled pupils.	SENCo/Well Being Team	Feedback from pupils and lunchtime staff
(c) Improve the delivery of information to disabled pupils	Increase understanding of staff of the social and emotional needs of disabled pupils.	SENCo	Feedback from pupils and parents. Governor monitoring.
Ensure the Accessibility Plan is reviewed, revised and resourced effectively	Report to SEN Governor prior to arrival of any new disabled pupils, so that this plan can be reviewed. Plan to be reviewed and revised in light of pupil and parent views and Equalities audit. Governing body to approve revisions to this plan.	Headteacher, SENCo & SEND Governor	