



## **Wybourn Community Primary and Nursery School Accessibility Plan**

1-year period covered by the plan: 2024-2025 Wybourn Community Primary School is committed to providing a fully accessible environment which values and includes all pupils/students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Definition of Disability (Equality Act 2010) In the act a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities
- For the purposes of the Act, these words have the following meanings:
- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past who meet this definition are also protected by the Act.

### Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

### **Conditions that are specifically excluded:**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

- Increase access to the curriculum for pupils/students with a disability, expanding the curriculum as necessary to ensure that pupils/students with a disability are as equally prepared for life as are the able-bodied pupils/students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- It also covers the provision of specialist aids and equipment, which may assist these pupils/students in accessing the curriculum.
- Improve the delivery of written information to pupils/students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached which relate to the three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years. We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide training for staff and governors in the matter of disability discrimination.

This Accessibility Plan should be read in conjunction with the Equality Policy.

The Accessibility Plan will be published on the schools website.

## **Introduction**

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

- not to treat disabled staff and pupils/students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled staff and pupils/students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for pupils/students with disabilities.

This plan also takes into account the Equality Act 2010 and needs to be read in conjunction with the Public Sector Equality Duty policy and the SEND Code of Practice 2015.

**Definition of disability:**

The Disability Discrimination Act (DDA) defines a person with a disability as someone who has ‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.’ (Physical or mental impairment includes sensory impairments and also hidden impairments such as :

Dyslexia, Autism, Speech & Language impairments, ADHD)

Vision and Values:

- Wybourn Community Primary School aims to ensure equality of opportunity for all its pupils/students and staff and it follows that pupils/students with disabilities or prospective pupils/students, are not treated less favourably than other pupils/students or prospective pupils/students, for reasons relating to their disability.
- Please read this in conjunction with the SEND Policy.

**The main priorities in this plan:****Increasing the extent to which pupils/students with disabilities can participate in the school’s curriculum:**

- The school will endeavour to provide suitable access to a range of curriculum opportunities.
- Where necessary, support will be given by inclusion, led by the Special Educational Needs Co-ordinator (SENCO).
- The school employs Inclusion Teaching Assistants to support pupils/students with disabilities. They work closely with outside agencies, putting into practice recommendations which are written into the Individual Support Plans
- The school facilitates services from a range of agencies for all pupils/students and their families.
- The school has a 12 place KS1 and KS2 integrated resource for pupils with an EHCP and primary need of Social Communication (known as The Pride). We also currently have two SEND hubs for children in FS and KS1 with social communication. The children in our hubs do not need to have an EHCP and the aim will be to integrate the pupils into the mainstream classroom.

**Improving the physical environment of the school to increase the extent to which pupils/students with disabilities can take advantage of education and associated services:**

- Pupils/students and staff with disabilities have access to all learning areas. Ground floor classrooms and/or lift provision are

provided as required to ensure full access for all pupils/students.

- The school has disabled toilet facilities for pupils/students and staff.
- The school has quiet spaces for pupils/staff with sensory differences.

**Improving the delivery to pupils/students with disabilities of information that is provided in writing for pupils/students who are not disabled:**

- Where necessary, all hand-outs, letters, timetables and electronic resources etc. will be made available in suitable format for pupils/students with disabilities.

| <b>Improving Physical Access Target</b>                                                                 | <b>Action</b>                                                                                                                   | <b>Outcome</b>                                                       | <b>Timescale</b>        | <b>Success Criteria</b>                       | <b>Monitoring/ Review</b> |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------|-----------------------------------------------|---------------------------|
| Ensure no student is excluded from accessing the premises including the playgrounds and outside spaces. | Conduct an annual audit of school premises taking into account the specific needs of any student either current or prospective. | School premises and classrooms are accessible to all pupils/students | Annual audit and update | All pupils/students can access the curriculum | By SLT and SENCOs.        |
| <b>Improving Curriculum Access Target</b>                                                               | <b>Action</b>                                                                                                                   | <b>Outcome</b>                                                       | <b>Timescale</b>        | <b>Success Criteria</b>                       | <b>Monitoring/ Review</b> |

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| <p>Ensure that teaching meets the needs of all learners through effective implementation of personalised guidance for pupils/students with specific needs, in keeping with the 2014 SEN Code of Practice which states that: “all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.”</p> | <p>All teaching staff access and implement in full, the guidance provided by SENDCO and Inclusion team relating to pupils/students with specific learning needs, as set out in their individual support plans and EHCP’s.</p> <p>Whole school staff CPD will offer all colleagues training and support on successful ways to plan, to ensure needs of all pupils are met within lessons.</p> <p>Monitoring of pupils timetables who access mainstream teaching via the IR to ensure interventions do not restrict the national curriculum offer for these pupils.</p> | <p>All teachers are able to meet the needs of all pupils/students with regard to accessing the curriculum</p> |                  | <p>Learning walks and lesson observation evidence indicates the needs of all learners are being met</p> <p>Training sessions are completed throughout the academic year.</p> | <p>Middle Leaders / SLT/ SEN DCo</p> |
| <b>Improving SEND Access Target</b>                                                                                                                                                                                                                                                                                                                                                                        | <b>Action</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Outcome</b>                                                                                                | <b>Timescale</b> | <b>Success Criteria</b>                                                                                                                                                      | <b>Monitoring/ Review</b>            |

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| Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes and the use of epipens. | Provide training and awareness raising sessions in team meetings, staff meetings and assemblies for staff and pupils/students                                                                                                                                                  |  | The school will continue to be a fully inclusive environment                                                | Whole school community is aware of issues relating to access.                                                                                                                                                                                                             | By SLT / Inclusion Team / SENDCO |
| Continue to ensure that the needs of pupils/students with SEND are met and seen to be met.                                                             | Continually review policy and procedures relating to SEND.<br><br>Continue to develop and implement support for pupils/students as set out in Individual Health Care Plans, and Education Health and Care Plans acting on recommendations from medical and other professionals |  | Improved attainment and progress for pupils/students with SEND, including those with specific medical needs | Needs of pupils/students with SEND, including those with specific medical needs, are addressed by all teachers.<br><br>Pupils/students with SEND feel supported.<br><br>Data analysis shows progress for pupils/students with SEND in line with expectations and targets. | By SENDCo                        |