



# Wesley Methodist Primary School

## Accessibility Plan

Shine like stars as children of God

Policy Review Details	
The Induction policy will be reviewed in line with the policy review schedule	
Date of issue: October '21	
Headteacher Signature	Mr R Jones
Governor Signature	
Date of next review: October '24	

### **Our Vision**

**Wesley Methodist Primary School aspires to be a Christian family where all stakeholders work towards ensuring that our children “shine like stars as children of God”**

Phillipians 2:15.

**We aim to promote the value of self, others and the environment.**

### **Underpinning of our vision**

The vision of Wesley Methodist Primary School is underpinned through our use of the Fruits of the Holy Spirit to ensure that we all have a secure understanding of the importance of our roles within our community and how to be good citizens that support and enable all to flourish. The use of these values support our vision’s aims and gives our children a daily mission to uphold these through their attitudes and learning behaviour.

Our curriculum is developmentally responsive which actively engages all in learning skills in a context; integrative – directing children to connect learning to daily lives; and exploratory – enabling children to discover their abilities, interests, learning styles, and ways that they can make contributions to society.

### **Safeguarding Statement**

At Wesley Methodist Primary School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

## POLICY FOR DEVELOPING AND REVIEWING OUR ACCESSIBILITY PLAN

**School name: Wesley Methodist Primary School**

**3-year period covered by the policy: 2021 - 2024**

Policy agreed: Accessibility

Date: October 2021

Policy to be reviewed - 2024 (but interim review annually).

### **Introduction**

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability

- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

### **The Responsible Body**

The responsible body – Epworth Trust - must prepare—

- an accessibility plan;
- further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people—
  - (i) within a reasonable time, and
  - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,
 of information which is provided in writing for children / young people who are not disabled.

- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

#### **Other relevant legislation, regulations & guidance;**

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES “*Accessible Schools: Planning to increase access to schools for disabled pupils*”

Health Standards (England) Regulations 2003

#### **The School’s Context**

We are an **academy school** for children who age from **4** years to **11** years. The school comprises of **2** buildings covering an **average** site of a one storey construction.

In the years **2020/21**, we had **3** children identified as having a disability under the given definition.

#### **Formulating our Accessibility Plan**

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEN Governor**
- **Headteacher**
- **SENCO**
- **Bursar**
- **Parent representative**
- **Child**

#### **Process**

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan’s contents checked.
- 6) Publication of the plan (and included it in the governors’ report to parents).
- 7) Implemented the plan and allocated adequate resources.

- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

### **Accessing the School's Accessibility Plan**

*We will make this plan available on the school website and paper editions can be obtained by prior request from the School Office.*

### **Other School Policies & Documentation**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety
- Inclusion
- Special Educational Needs Policy and the school's SEND Information Report.
- Behaviour Management
- School Development Plan
- School Brochure and Mission Statement

The School's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

### **AUDITS & ACTION PLANS**

#### **Access Audit**

**Date: October 2021**

**Lead member of staff: Peter Wood**

**Section 1** The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

<b>Statement</b>	<b>Fully</b>	<b>Partly</b>	<b>Not</b>	<b>Plan Prompt</b>
Teachers and assistants have trained to teach and support disabled children. Staff are confident about meeting the needs of children / young people with a disability.		<b>Yes</b>		The majority of staff have been trained to meet a broad range of disabilities but this diversifies due to the needs of children who enter on to school roll. The school immediately seeks specialist advice and support with regards to the needs of any child with any given need.
All school staff and the governors have had access to training on disability equality and inclusion.	<b>Yes</b>			This is a regular feature at meetings and briefings.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	<b>Yes</b>			We engage with Habilitation Specialists and Teams, to consider and help us implement change to provide optimal usage of our classrooms and environment.
Positive images of people with different abilities are apparent in the classrooms and the school generally.	<b>Yes</b>			Diversity including that connected to disability is celebrated in school, often featuring in assembly. Additionally, diversity is one of the school 'Curriculum Drivers'.
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.	<b>Yes</b>			Our curriculum is planned carefully to ensure breadth, balance, continuity and progression. All children are offered a rich diet across a range of activities. Staff provide many opportunities for children after and out of school to excel in all areas. Additionally, we have a policy of providing competitive experiences and opportunities of involvement regardless of ability.

Lessons are responsive to diversity. Lessons allow children to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	<b>Yes</b>			The school plans with three Curriculum Drivers – Diversity, Culture and Knowledge of the World. School maintains the Kagan approach – with interaction and collaboration structured in a variety of ways across the curriculum.
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.	<b>Yes</b>			Inclusion is central to all that we practice at school and an expectation of the Teacher Standards. Teaching Assistants are deployed to ensure maximum impact for all our children and interventions planned accordingly.
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people with Social Communication Difficulties.	<b>Yes</b>			Pupil profiles and awareness raising from both SENCO and SEMH Lead, keep staff informed of the needs. Specialists are of frequent support to the staff and children – including those from sensory teams. Social Communication Programmes are constantly engaged with in school to support children.
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille,	<b>Yes</b>			The needs of the children are always catered for eg – large keyboard for children with Nystagmus. Large touch screens are available in every classroom.



touch screen, assistive technology.				
Provision of laptops or e-devices are considered to aid recording and / or communication.	<b>Yes</b>			These are provided for all children with modified equipment for those with needs.
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	<b>Yes</b>			Evolve and pre-visit or discussion with site.
The school links with other schools to share good practice.	<b>Yes</b>			SENCO to SENCO meetings.
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.	<b>Yes</b>			Our school Curriculum Drivers include 'Diversity and Culture.' The school holds 'Mental Health Days,' additional days focusing on disability and health - seeking opportunity to celebrate all people. Our Curriculum Drivers permeate throughout the units of learning across all subjects.
Access Arrangements are used when appropriate to support children / young people with accessing assessments.	<b>Yes</b>			Requests for additional time at SATs and provision regarding environments for children with differing needs is central to our provision.
The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, SENDIASS, Early Help, etc.	<b>Yes</b>			TAFs and regular meetings with SEN / Pastoral Lead to discuss and arrange input from support agencies.
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.	<b>Yes</b>			The Governor is kept fully aware of developments and these are reported at full meetings.

--	--	--	--	--

**Section 2:** The school is designed to meet the needs of all children / young people.

<b>Statement</b>	<b>Fully</b>	<b>Partly</b>	<b>Not</b>	<b>Plan Prompt</b>
The size and layout of areas allow access for all children / young people, including wheelchair users.	<b>Yes</b>			Corridors are constantly scrutinised and action taken to maintain access. During school events special provision is made – hall (including egress for evacuation).
In considering the school budget there is a clear plan to improve access and resources for those with a disability.	<b>Yes</b>			At times of development and expenditure the focus is always with regards to improvement in these areas.
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.	<b>Yes</b>			Developments to Outdoor Provision and classroom refurbishment. Amendments for children with visual impairments.
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	<b>Yes</b>			All specialist equipment and facilities is ongoing and maintained. Frequent purchase of supporting equipment from posture cushions to writing slopes.
Emergency and evacuation systems set up to inform all pupils including children / young people with SEND, including alarms with both visual and auditory components.	<b>Yes</b>			Signage is made clear throughout the premise internally and externally to ensure safe passage during evacuation out of the building and safe/secure practice during in-evacuation.
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who	<b>Yes</b>			Staff are assigned to children with specific needs. PEEPs are in place for children who need specific support during evacuation. PEEPs are reviewed annually.

cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.				
<p>With regards to <i>'Supporting pupils at school with medical conditions (2014)'</i>, there a policy in place for the effective and safe administration of medication.</p> <p>Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.</p>	<b>Yes</b>			<p>Medicines Policy</p> <p>Supporting Children with Medical Conditions Policy</p> <p>First Aid Policy.</p> <p>Care Plans in place.</p> <p>Advice taken from School Nurse and Continence Nurse when needed.</p>
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.	<b>Yes</b>			<p>Increased amount of pathways on school grounds to improve safe passage including opening a second entrance.</p> <p>Disabled Parking Spots are available.</p>
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	<b>Yes</b>			<p>Care is taken to ensure that Risk Assessment is carried out to ensure the safety and well-being of all our staff.</p>

Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.	<b>Yes</b>			We frequently purchase equipment and materials and follow recommendation from Occupational Therapists, Paediatricians and other medical sources. Ear protectors are used throughout school.
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, Social Communication Difficulties or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.	<b>Yes</b>			The use of décor and signage is carefully decided on to consider the needs of our children.  Observational walk to assess these features.  Area of focus during lesson observations.

**Section 3:** The school delivers materials in other formats.

<b>Statement</b>	<b>Fully</b>	<b>Partly</b>	<b>Not</b>	<b>Plan Prompt</b>
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people	<b>Yes.</b>			This is an area that is under constant review and scrutiny.  Referral to Sensory Team Reports and Recommendations from specialists to constantly review.

and prospective pupils who may have difficulty with forms of printed information.				
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	<b>Yes</b>			All these approaches are carefully monitored during learning walks carried out by the SLT.
ICT facilities are used to produce written information in different formats as appropriate.	<b>Yes</b>			Additionally school provides different sized keyboards to support needs.
Staff are familiar with technology and practices developed to assist people with disabilities.  External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors...	<b>Yes</b>			Habilitation Specialist is assigned to carry out an environmental inspection with recommendations to improve any areas necessary.  School invites all consultants, specialists into school at every opportunity to inform staff about best practice.
There is an effective process to deal with both complaints and positive suggestions from	<b>Yes</b>			A complaints policy is available but we like to engage with and work alongside parents to provide the best possible learning environment and experience for our children.

the parents of children / young people with a disability.				We always embrace suggestions and accommodate change.
---	--	--	--	---

## Access Planning Template for Period 2020/21 – 2023/24

Lead member of staff: Peter Wood

Date: October 2021

**Date of Review: October 2021**

**Name of Reviewer: Peter Wood**

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

Peter Wood will monitor the implementation of the plan and keep under review the access needs of the school.

	Focus/Objective	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation
<b>Short Term</b>	Support for staff from the Sensory Team to ensure that the appropriate font for those children requiring different font is supplied. In other areas of accessibility consultants and members of support teams are called into school to discuss the needs of specific children and whole groups.	School makes itself aware of services available through LA for converting written info into alternative formats	SENCO / SLT	E.g. Term 1 to Term 3 2021/22	N/A	Staff are aware of the facility that is available to support their child/children. The staff are aware of the requirements of the child to access their entitlement to ensure an inclusive education.
<b>Medium Term</b>	To develop a more focused multi-sensory environment throughout school	Gain the input and advice from specialists		2021/22		A calm and relaxed yet purposeful learning environment for all the children.

	that identifies with a broader range of need. Staff to visit other schools to see good practice and share ideas.	with regards to the best possible conducive learning environment for all the children.				
<b>Long Term</b>	School plans to improve access to designated areas over successive financial years. Develop exciting areas for children with various accessibility issues can really engage with. Visitors to offer recommendations.	Any building developments must ensure complete accessibility.		2023/24		This will be bespoke to the planned developments.

**Access Plan for Period 2020/21 – 2023/24**