

Our School Aims

- *To provide an inspiring, inclusive and ambitious curriculum for all our learners
- *To provide a safe, happy, nurturing and purposeful place to learn
- *To encourage our families to celebrate, support and be a part of their children's learning journey
- *To celebrate cultural diversity, to have respect and tolerance for the individuality of others and to instil a pride in their own individuality
- *To encourage all children to 'shine' and be the best they can be
- *To encourage all children to contribute positively to our community
- *To give children the knowledge and skills they need to be prepared for what comes next in their lives

1. Aims of the Plan

1.1 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 pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils and adults with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities and other members of the school community

1.2 We aim to operate with equity and respect for all members of our school community. This involves providing access and opportunities for pupils and other members of our school community.

1.3 We aim to reduce and eliminate barriers for access to the curriculum, information and the physical environment and to ensure full inclusion in the school community for pupils and adults with a disability.

2.1 Compliance with the Disability Discrimination Act (DDA), our equalities policy, and SEND policy;

2.2 We recognise our duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

2.3 In performing their duties, Governors and staff will have regard to the Disability Rights Commission Code of Practice (2002);

- We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.
- We provide all pupils with a broad and balanced curriculum, scaffolded and adjusted to meet the needs of individual pupils and their preferred learning needs; and endorse the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.

Access Plan



- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

2.4 The plan will be made available online on our website, and paper copies are available upon request.

2.5 We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

2.6 We support any available partnerships to develop and implement the plan.

2.7 Our complaints procedures covers the accessibility plan. If you have any concerns relating to our accessibility the complaints procedure sets out the process for raising concerns.

3 LEGISLATION AND GUIDANCE

3.1 This document meets the requirements of schedule section 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010

3.2 The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

3.3 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.

3.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3.5 This plan complies with our funding agreement and articles of association.

Access Plan



Aim 1: Improve and Maintain access to the physical environment

Current good practice	Targets	Strategies	Timescale	Responsibility	Success criteria
School is aware of the access needs of disabled pupils, staff and parents/carers. Wynndale Primary is a single-storey building with step-free access from the outside via flat pathways, slopes, and ramps, ensuring complete independence when entering and moving around the school. The environment is adapted to the needs of pupils as required. This includes: • Ramps • Wide corridor width • Disabled parking bays • Accessible toilets and changing facilities • Lower handles on doors School grounds are regularly monitored and accessed.	1.1 improve physical environment of school Ensure outdoor areas are accessible for visually impaired pupils 1.2 Ensure all with a disability can be involved in school life	The school will take account of the needs of pupils, staff and visitors with physical and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved and accessible outdoor areas, lighting, colour schemes, accessible fittings and facilities. Maintain health care plans for any child who is disabled, to ensure they can fully participate in school life Undertake confidential survey with staff and governors to ascertain access needs and make sure they are met	Ongoing With immediate effect To be regularly reviewed	SLT Teachers Governors SLT including SENCO Support staff	Wherever possible, needs are met and the school environment is accessible to all.

Access Plan

All staff and/or pupils with short or long-term accessibility or sensory difficulties are risk assessed and a PEEP (personal emergency evacuation plan) is drawn up and regularly reviewed. A quiet space is available for pupils who require a period of time with a low-stimulation environment. We use Sensepath and Sensory audits to provide a sensory profile for children with sensory needs. We use this information to adapt the physical learning environment to meet a child's specific needs. Examples of these adaptations include: Ear defenders, sensory resources such as theraputty, seating arrangements, wobble cushions, chair bands, low lighting. We have a sensory garden with equipment to provide opportunities for children who require big movements to regulate, such as swinging, balancing, bouncing. We also run planned sensory circuits for children across school who require sensory breaks as part of their provision.		Arrange for a wheelchair audit of the site to be undertaken			
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Access Plan



Aim 2: Increase access to the curriculum for pupils					
Current good practice	Targets	Strategies	Timescale	Responsibility	Success criteria
Inclusive Curriculum and Support for All Pupils • Our school provides an adapted curriculum to ensure all pupils can access learning effectively. • We use tailored resources to support pupils who require additional assistance. • Protected characteristics are embedded and referenced throughout our curriculum. • Curriculum progress is monitored for all pupils, ensuring continuous development. • Targets are set appropriately, particularly for pupils with SEND, to support their individual learning needs. • The curriculum is regularly reviewed to ensure it remains inclusive and responsive to the needs of all learners.	2.1 Increase staff confidence in adapting the curriculum for disabled pupils	Make effective use of Local Authority, Family of School and training courses which support planning and provision In school training for teachers and support staff SIP priority 25/26	Ongoing	HT SENCO	Raised confidence of staff in strategies for adaptation and inclusion
	2.2 Review participation in physical activities in and out of school time	Gather information on inclusion in physical activities and make use of special events which promote disabled pupils being included in physical activity	Ongoing	HT SENCO PE lead	Children with disabilities more able to participate in sport
	2.3 Review significant policies to ensure that	Subject Leaders to seek advice about best practice.	Ongoing	HT	All policies clearly

Access Plan

• All educational visits are planned to be fully accessible to all pupils. • Pictorial cues, visual prompts and word mats are used to aid understanding. • Individual phonics interventions are provided to develop early language skills.	they reflect inclusive practice and procedures (Safeguarding, behaviour, health and safety, teaching and learning) 2.4 Ensure all staff have a good understanding of how to meet the needs of children with ASD or other specific learning needs	Policies reviewed to ensure reference is made to accessibility. Liaise with pupils and carers. Review SEND resources. Training for staff on scaffolding strategies. Use of alternative assessment monitoring tools to ensure all children are making progress. Additional funding secured for children who need it and utilised to support their access to the curriculum. Access Local Authority services and referrals where appropriate. Develop and embed checklists for Autism and Dyslexia friendly classrooms.	Ongoing	SENCO All staff	reflect inclusive practice and procedure. Staff skills developed and children with ASD/specific learning needs demonstrate improved access to the curriculum.
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Access Plan



SIP priority 25/26

Aim 3: Improve and maintain access to information

Current good practice	Targets	Strategies	Timescale	Responsibility	Success criteria
• Termly parent meetings to review Pupil Profiles with class teachers, with the option to meet with the SENCo to discuss additional needs. • Regular online newsletter (accessible on smart phones) featuring school and class updates, available in print from the school office on request. • Clear communication channels through email, text and phone for easy contact with staff. • The school's SEND offer and policies are accessible on the school website. • A visual 'Meet the Team' section on the website. • Admission forms collect information on written and spoken	3.1 Review information (newsletter, welcome pack, website) provided for parents and ensure it is accessible.	Ask parents about information access needs on Home Information Sheet Review all letters home and check that they are free of jargon Provide newsletters in alternative formats if required Termly inclusion events held for parents of children with SEND Include in yearly survey to parents.	Summer term and new intake transition points Ongoing Termly Annually	HT and EYFS team Office Manager/HT SENCO	Feedback from survey reflects positive parental views about information accessibility in 95% of cases.

Access Plan



languages to ensure appropriate language support. • A Pastoral Lead is available to strengthen relationships between the school and parents, providing support and guidance where needed.	3.2 To enable improved access to written information for pupils, parents and visitors	Introduce and use symbol software (In Print) to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school reading areas to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all	Ongoing	SENCO SLT Teachers Support staff	All stakeholders have access to written communication
	3.3 To review children's records ensuring school's awareness of any disabilities	Information collected about new children Records passed up to each class teacher Transition meetings Annual reviews Individual health plans	Ongoing	SLT SENCo Teachers Support staff	Each teacher/staff member aware of disabilities of children in their classes

Access Plan



		Significant health problems –children’s photos displayed on staffroom notice board / info kept in separate file in staffroom			
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