



The Winns Primary School

Accessibility Plan

Policy Written: November 22

Policy Agreed: November 22

Next Review Due: November 25

Policy Links:

Health and Safety Policy, Equality Information and Objectives (public sector equality duty) statement for publication, Special Educational Needs (SEN) Information Report and Supporting Pupils with Medical Conditions Policy

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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 The Winns Primary School we are committed to providing an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes towards disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Where at all possible, we will take reasonable steps to ensure that stakeholders are not placed at a substantial disadvantage due to disability. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning.

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. We work closely with Waltham Forest Local Authority and other outside agencies that may be consulted or referred to including:

- Educational Psychologist
- Speech & Language Therapist
- Specialist Children’s Services (e.g., Paediatricians, Physiotherapists etc)
- Child and Adolescent Mental Health Service (e.g., for diagnosis of ADHD or ASD)
- Early Help Team (e.g., Family support advisor, parenting support classes)
- Specialist teachers/ outreach teams (e.g., SENDSuccess (formerly Whitefield Outreach Team and incorporating the Hearing Impairment team & Joseph Clarke Outreach Service for Visual Impairment)
- Charities and voluntary groups (e.g., Place2Be)
- BACME (Behaviour and Children Missing Education) Team

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 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.

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.

Under the Equality Act 2010 schools must have an Accessibility Plan that gives a written account of how schools intend, over time, to increase the accessibility of their school for disabled people. All schools are required to make "reasonable adjustments" to their: policies, procedures and practices to accommodate children with disability more fully in school life. Disabled children have rights enshrined in law. The Act relating to the rights of disabled children are to be found in The Equality Act 2010.

The Equality Act has two main purposes:

- a) to harmonise discrimination law;
- b) to strengthen the law to support progress on equality.

In harmonising existing legislation with regards to discrimination, the Equality Act 2010 consolidated all existing equality legislation such as:

- Race Relations Acts
- Disability Discrimination Acts
- Sex Discrimination Acts
- Equality Act 2006

The Equality Act 2010 creates a duty on schools to have due regard to:

- advancing equality of opportunity between disabled children and non-disabled children;
- foster good relations between disabled children and non-disabled children;
- consider how their policies, programmes and services will affect disabled children;
- make reasonable adjustments so as to enable existing or potential children to overcome or minimise barriers to accessing the curriculum.

3. Action plans

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

Improving Curriculum Access at The Winns Primary School

Aim	Actions	Who	Timescale	Success Criteria
<i>To evaluate provision for children with disabilities</i>	Observations of lessons which will focus on how barriers to learning are reduced or minimised.	SLT SEND Team	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	Provision for children with disabilities enables them to increase their access to the curriculum.
<i>To develop staff confidence in making appropriate changes to the curriculum to for disabled children</i>	Assign particular CPD training where necessary. Provide pertinent information to staff about relevant conditions.	SLT SEND Team	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	Staff are aware of children needs and how their needs present as barriers to learning.
<i>Develop staff awareness of disabilities issues</i>	<ul style="list-style-type: none"> ▪ Staff briefings ▪ INSET-Whole school training Diversity and disabilities issues addressed in school assemblies Diversities and disabilities addressed in circle time.	SLT SENDCo Class teachers	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	Heightened awareness of the impact of disabilities on accessing the curriculum. Topics on disabilities become a regular feature of assemblies. Better understanding on how to meet the needs of children with disabilities.
<i>Adaptations to the curriculum and extra curriculum activities so that the needs of disabled children are better met.</i>	Allocation of TAs to support children with disabilities. Particularly, those children whose disabilities present as barriers to accessing provisions at school. All out-of-school activities are planned	SLT SEND Team	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	Target support efficiently and effectively provided.

	to ensure the participation of the whole range of pupils including those with disabilities			
<i>Review targets to ensure compliance with current statutory duties.</i>	Keep abreast of current legislation and inform and advise the SLT.	SEND Team	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	The curriculum meets the needs of current intake.

Improving the Delivery of Written Information at The Winns Primary School

Aim	Actions	Who	Timescale	Success Criteria
<p><i>To improve and maintain communication with disabled children and their carers/parents.</i></p>	<p>Review all current publications and promote the availability of different formats.</p> <p>Ensure that all information provided by the school is clear and accessible via the school's website, Facebook, Instagram and Twitter accounts</p> <p>Meet with parents on termly basis and maintain an open access via email and phone</p>	<p>Administrative staff</p> <p>Business Manager</p> <p>Teachers</p> <p>SEND Team</p>	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	<p>Accessible information given to children with disabilities and their parents.</p>
<p><i>To make written information to visually impaired children available in different formats i.e., large print, symbols, different colours, braille...as appropriate.</i></p>	<p>Consult with the Disability Information Service to ascertain the best way to present written information to disabled children and their parents/carers. This will be done on a case-by-case basis.</p>	<p>SEND Team</p>	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	<p>Delivery of written information to disabled children and their parents/carers improved.</p>

Improving Access to the Physical Environment of The Winns Primary School

Aim	Actions	Who	Timescale	Success Criteria
<p><i>The building is fully accessible to children with a wide range of disabilities.</i></p>	<p>Discuss school's compliance with DDA and school's commitment to access.</p>	<p>Head teacher Site Team</p>	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	<p>Plans meet DDA requirements</p>
<p><i>Appropriate evacuation procedures for children with disabilities</i></p>	<p>Annual review of procedures for children with disabilities. Ensure that appropriate staff members are aware of the procedures.</p>	<p>Site Team</p>	<ul style="list-style-type: none"> ▪ Currently met ▪ To be reviewed when required 	<p>Plan reviewed Suitable procedures agreed</p>
<p><i>Children with disabilities are told about access to the premises and emergency procedures.</i></p>	<p>Assess children with disabilities Update staff and children</p>	<p>SENDCo SLT</p>	<ul style="list-style-type: none"> ▪ Currently met ▪ On entry ▪ To be reviewed every half term 	<p>Children with disabilities are aware of the school's access particularly in emergency situations.</p>

4. Monitoring arrangements

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

- Head Teacher and the SLT
- Inclusion Manager: Susan Warren
- SENCo: Marta Brusniak
- **Governing Body**

It will be approved by the Head teacher, Fiona Judge and the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- 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