



Western Downland C.E. Primary School

School Accessibility Plan

1. Vision and Background

To give children “The roots to grow and the wings to fly” we need to ensure that there is equality of opportunity for all of our children at Western Downland CofE Primary school. We want each child to feel valued and included in the whole of school life, regardless of their individual needs. With regard to disability, we are committed to taking positive action in the spirit of the Equality Act 2010 and as a Church of England school, to ensuring a culture of inclusion, support and awareness across our school. Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

The Equality Act 2010 requires schools to produce an Accessibility Plan, to regularly evaluate how accessible the physical environment, information and the school curriculum is for pupils with a disability, and to form plans on how the school aims to improve accessibility for the future. Having two Victorian school buildings, one of which is located on a steep hill, has its challenges. However, we fundamentally believe that any activity can be accessed by any child at our school if the right adaptations and support is put into place.

2. Definition of Disability

The Equality Act 2010 defines a person as having disability if: “a) he or she has a physical or mental impairment and b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

3. Key objective of this plan

This plan seeks to reduce and eliminate barriers to access the curriculum and to full participation in the life of the school for staff, visitors, pupils, and prospective pupils, with a disability by:

- Increasing the extent to which pupils with disability can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which pupils with disability can take advantage of all educational and other benefits as well as the facilities and other opportunities that the school provides
- Ensuring that any information provided is readily accessible to all pupils and their families regardless of disability.

4. Principles

Compliance with the Equality Act is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEND policy

4.1 the school recognises its duty to

- Not to discriminate against pupils with disability in their admissions and exclusions, and provision of education and associated services

- To treat all pupils with fairness and equity
- To take reasonable steps to ensure pupils with disability have equality of opportunity and access
- To publish an Accessibility Plan
- To ensure whole school training to support staff awareness regarding equality issues

4.2 The school will:

- Recognise and value parent's and carer's knowledge of their child's disability and respect the parent's, carer's and child's views to inform plans to meet needs
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. This curriculum endorses the key principles in the National Curriculum 2014 framework which underpins the development of an inclusive curriculum
- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- Where possible, to make adaptations to overcome potential barriers within the physical environment

5. Activities

- 5.1 The school will continue to seek and follow the advice of LA services and outside agencies, such as specialist teacher advisers and SEN consultants, and of appropriate health professionals.
- 5.2 The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises such as improved access, lighting, acoustic treatment and colour schemes as well as more accessible facilities and fittings.
- 5.3 The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats.

6. Action Plan (2020-2022)

The following action plan will be reviewed in the light of any specific staff, visitor or pupil requirements and reviewed no later than November 2022. Responsibility for monitoring the plan is the Curriculum, Standards & Quality of Teaching Committee.

Key Objectives

(A) Access to the Physical Environment

- **To ensure that the physical environment at both school sites allows equality of opportunity for all pupils with disability currently attending our school and is adapted to their specific needs. (Ongoing)**

Success Criteria

- Environment assessed for accessibility with specific reference to individual needs (with support of Hampshire Physical Disability Team and parent/carers) – *before entry of pupils*
- Adaptations identified and put in place – *by time of entry*
- Regular review of procedures and adaptations to ensure they continue to meet the children's needs. – *termly*

- **To ensure school access/parking is clearly designated for pupils, staff and visitors at both school sites and is communicated effectively. (Short term objective)**

Success Criteria

- Disabled parking bays clearly marked with signage, at each site *-by July 2021*
- Routes from disabled parking bays to the school entrance assessed for accessibility and any concerns identified for adaptation. *- by July 2021*
- Procedures for parking & accessibility clearly communicated on the school website *-by July 2021*

- **To provide better accessibility to the playing field at the Rockbourne site. (Currently the main access is by a flight of steps that could not be used by wheelchairs. There is an alternative route by the main gates but this is a grassy steep bank and is not hard surfaced.) (Long term)**



Success Criteria

- Identify an area where a ramp could be installed & have plans drawn up. (Because of the steepness of the slope, this would need to be zig-zagged and would mean considerable excavation and hard landscaping works as well as correct surfacing and handrails (cost approx. £10,000)
- Secure funding for the works.



(B) Access to Curriculum

- **To increase opportunity of pupil's understanding of disability within the school curriculum and to ensure resources in school (both in the explicit curriculum and wider environment) represents disability in an inclusive way. (Ongoing)**

Success Criteria

- Audit of resources and visual environment to establish current implicit and explicit messages regarding disability – *Staff PDM Autumn 2021*
- Audit of curriculum – particularly related to the revised RHSE curriculum objectives
- Ensure training/CPD opportunities for staff both for ensuring the appropriate resources/learning aids are provided for individuals with SEND/medical needs (*as needed*), as well as for teaching respectful relationships (stereotyping & bullying.)- *staff PDMs 2021-22*

The Accessibility Audit

The governing board (CS&QT Committee) will undertake a regular Accessibility Audit in order to review and inform actions for this plan.

The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the above sections of this document.