

Wellington Primary School and Nursery



Accessibility Plan

Staff Responsible:	Executive Head Teachers & Head of School
Plan Reviewed:	28 th November 2021
Date of Next Review:	28 th November 2022
Ratified by Governors:	

Introduction

The following Accessibility plan reflects the need outlined in the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2017.

The Accessibility Plan should be read in conjunction with:

1. The Local Authority's Admissions Policy <https://www.herefordshire.gov.uk/schools-education/schools-admission-policies>.
2. The School Prospectus <https://www.wellingtonhereford.com/prospectus>.
3. The Equality and Diversity policy <https://www.wellingtonhereford.com/policies>.
4. The Behaviour policy <https://www.wellingtonhereford.com/policies>.
5. The Special Educational Needs policy <https://www.wellingtonhereford.com/policies>.
6. The SEND information Report <https://www.wellingtonhereford.com/send>.
7. The SEND Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

Legislation

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

The Equality Act 2010 sets out the legal obligations that schools 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 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.
- 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.
- They 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.
- Schools must publish accessibility plans setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.
- 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.

- Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review. Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.

Definition

The DDA defines a disabled person 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.”

In the DDA definition

- ‘physical impairment’ includes sensory impairment.
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness.

Key Objective of this Accessibility Plan

To reduce and eliminate barriers by setting suitable learning challenges and responding to pupils’ diverse needs. To enable access to the curriculum and to full participation in the school community for pupils, and prospective pupils with a disability.

Information and Data

Information and data collected to inform this accessibility plan will reflect the definition of disability in The Disability Discrimination Act (DDA). The following will support the consultation process and will directly influence the proposed actions/targets of this plan:

1. Governors will decide and take the lead upon the consultation process.
2. A statement published on the school’s website asking for information with regard to disability from parents/carers.
3. Meetings with parents of children with disabilities to discuss their needs and requirements.
4. Close liaison with Herefordshire County Council’s SEND Services connected to individual cases.
5. Discussions with school council and with children who have disabilities.
6. Letter to staff-issued by LA on start of employment asking for information with regard to disability.
7. Agenda item at premises and health and safety committee meeting – including an audit of access and provision.
8. Staff discuss anticipated access issues with a view to improving access for all members of the school community, both inside and outside the classroom. Any improvement plans for the school will involve coordination with LA representatives where necessary. During the

consultation process necessary adjustments will be made considering comments made and need.

Current Position (November 2021)

- The main reception provides access for wheelchair users with partial wheelchair access throughout the school (no ramps on classroom exits).
- The outside play areas are flat and accessible to wheelchair users.
- There is a toilet for disabled pupils/staff/visitors.
- School has a changing area with shower facility.
- School has a portable sound bar.
- The school is equipped with a range of learning aids.
- School has trained first aiders. All staff are aware of named first aiders.

Plan 2021-2022

Target	Action	Timescale	Success Criteria	Resource/ Finance	Support	Evaluation
Social and Emotional Wellbeing						
Ensure that staff are trained to support pupils with their wellbeing and emotional needs.	ELSA training to be sourced for TA lead in this area. Staff are supported by the SENDCo with regular meetings for updates on intervention and support provided.	End of Spring Term 2021. Then ongoing.	Building pupils' social and emotional skills can help them to build resilience and frame how they will manage their mental health and wellbeing throughout their lives not just in their learning but also in the wider community.	ELSA resources Starving the angry Gremlin Bereavement stories	Support from SENDCo in co-ordination of the Wellbeing sessions. Staff training in Elsa.	To be completed at the end of the academic year.
Access to the Curriculum and Learning Experiences						
Ensure that staff have a clear understanding of the SEND code of practice 2014.	Audit to be carried out by SENDCo and further training provided in identified areas.	End of Spring Term 2022.	Staff more aware of the content of The Special Educational Needs and Disability (SEND) Code of Practice 2014 enabling them to make informed decisions with regards to teaching pupils with SEN or disabilities.	Training to be delivered by the SENDCo.	Support to be provided by the SENDCo.	To be completed at the end of the Spring Term.
Reflect identified	Incorporate quality first	Ongoing	Improved access to curriculum for	All staff,	Funds from budget and	Ongoing evaluation

areas of need in lesson planning and delivery	teaching into all planning. Ongoing programme of staff training in disability awareness to reflect needs of pupils and anticipatory duties. Specific resources are purchased to support pupils' needs.		all pupils. Appropriate use of resources for all pupils.	Executive Heads, Head of School, SENDCo.	support from identified outside agencies.	through learning walks, lessons observations.
Ensure access to laptops is a priority for those pupils identified with a particular need.	Ensure that staff are aware of the priorities for particular pupils. SEND register to be updated on a regular basis and staff informed of need.	Ongoing.	All pupils able to access the learning.	Executive Head, Head of School, SENDCo.	Sharing good practice. Celebrating what is working well.	Ongoing evaluation through learning walks, lessons observations.
Prioritise pupil participation in school activities within given constraints.	Ensure that school activities are accessible to all pupils.	Ongoing.	Increased participation in school life for all pupils.	All staff.		
Ensure that classrooms are optimally organised for disabled pupils within current building restraints, including wheelchair access. Identify needs and actions for the future.	Plan classrooms in accordance with pupil needs. Organise resources to reflect needs. Provide quiet areas within school. Look at accessibility in all areas of school life.	Ongoing.	Appropriate use of resources for all pupils, allowing all to access the curriculum. Improved access for all pupils.	All staff, Executive Heads, Head of School, SENDCo and Governors.	Involve parents and outside agencies in discussion and planning	
Information for Parents/Carers						
Availability of newsletters and school documents in alternative forms.	Use of pastel paper for dyslexic pupils/parents/carers. Large print as required.	Ongoing.	Information to pupils, parents and carers will be improved	Head of School, All Staff	Repro-graphics.	

	Reading letters to parents who struggle to read.					
Behaviour						
To ensure all staff are using restorative approaches when supporting pupils with behavioural issues.	Monitoring of behaviour, circle time, pastoral support and planning. Behaviour data analysis to be carried out half termly to allow for comparison of data.	Initial data to be gained at the end of Autumn Term 1 and then comparison data to be gathered at the end of each half term onwards.	Identification of behaviour traits throughout the school enabling supportive strategies to be put in place to support pupils in making positive choices. Pupils learn how to use the restorative approach effectively and develop empathy and understanding of their own and other's actions.	Note of discussions kept to allow for revisiting conversations if needed, (form to be developed by the SENDCo and shared with staff).	Support to be provided by the Head of School and the SENDCo. Training in restorative practice to be lead by the SENDCo.	Evaluation of intervention to be completed at the end of the academic year.

Medical						
Ensure staff are trained to support pupils with medical conditions.	Update staff training annually in: Asthma Epilepsy Anaphylaxis training And as required in any other specific conditions. Update medical conditions policy annually and ensure annual parents return is gathered.	By end of Spring Term 2021.	All staff to be fully aware of strategies to use at any given time.	Outside agency training.	Support provided by relevant outside agency.	
General						
Ensure all policies /school offer consider the implications of Disability access.	Consider implications when updating policies and school offer. Consider in	Ongoing.	Sharing good practice within policies.	Executive Heads, Head of School, SENDCo		SEND offer (2021/2022) explains what school can provide in detail Policies consider disability access.

	SEND annual report					
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Note

This plan may change subject to need at any given time throughout the academic year due to pupil need.

Responsibility

In order that Wellington Primary School and Nursery is fully compliant with the Equality Act 2010, all staff are made aware of the duties towards children who are disabled and the reasonable adjustments' needed for identified children.

Coordination and implementation is the responsibility of the Executive Headteachers, Head of School, SENDCO and all teachers.

Chair of Governors: _____ June Willis _____ Date: __ Autumn Term 2021 _____

Wellington Primary School and Nursery (November 2021)