



# **Willoughby Primary School**

## **Accessibility Plan 2025 – 2028**

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### **Purpose of the Plan.**

The purpose of this plan is to show how Willoughby Primary School intends to secure appropriate access to the school for pupils with disabilities. At Willoughby Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We endeavour to promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We are working hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem.

We know that safe and happy children achieve.

### **Legal Background.**

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

### **Definition of Disability.**

According to the Equality Act 2010 a person has a disability if:

- They have a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This plan sets out the proposals of the Governing Body of the school to secure appropriate access to education for disabled pupils in the three required areas of; curriculum, environment and information;

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learn and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable time frame.

Willoughby Primary School aims to treat all stakeholders, including pupils, staff, governors and other members of the school community favourably and wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. 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, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

#### Contextual information.

Due to the age and location of the school building, the playground is accessed via steps.

The most accessible way into school is at the rear of the building, and wheelchair users are informed of this and are accessing the building currently.

We ensure all reasonable adaptations are made to accommodate people.

#### The Current Range of Disabilities within Willoughby Primary School.

The school may have children with a range of disabilities which include physical disabilities, Autism and significant medical needs. When children enter school with specific disabilities, the school may, when appropriate, contact the LA professionals for assessments, support and guidance for the school and parents. We have some children who have asthma, and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances, and these are included in the 'children with medical needs' details displayed in the staffroom. All medical information is collated and available to staff, in files in the school office. We have a high number of competent Paediatric First Aiders who hold current First Aid certificates. Prescribed medication is kept in the locked cabinet in the staffroom, which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded.

Willoughby Primary School Plan 2025 – 2028	Strategies	Outcome	Timeframe
Equality and Inclusion			
To ensure that the Accessibility Plan becomes an annual item at the Governors meetings.	Clerk to governors to add to list for Governor's meetings.	Adherence to legislation.	Annually – Autumn Term meeting.
To improve staff awareness of disability issues.	Review staff training needs constantly. Provided training for members of the school community as appropriately.	Whole school community aware of issues. Children with disabilities are fully included in school life.	On-going during weekly CPD, all planning and all staff meetings. Senco-led.
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation and are fair for all stakeholder, offering maximum engagement	Ongoing.
Physical Environment			
To ensure that, adjustments to the school buildings and grounds maintain accessibility for all children and adults. Consider when undertaking building works.	Audit accessibility of school buildings and grounds by Governors when making building adjustment.	Modifications will be made to building/development proposals to maintain access.	Ongoing and when planning building works. Termly site walks.
To ensure building upkeep/maintenance takes account of accessibility requirements.	Consider colour/paint schemes for visual impairment needs when redecorating. Maintain step edgings/outdoor ramps/footpath ramps/signs to a good standard to secure ongoing suitable access.	Ongoing school upgrade and maintenance will meet requirements of DDA.	All to be vigilant and record in book in office. Weekly walking check- Office Manager. Caretaker- Monthly.

Curriculum			
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCO to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	Weekly through CPD.
To ensure that all children are able to access, as far as is safe to do so, all out of school activities, e.g. clubs, trips, residential visits etc.	Review of any Risk Assessments and support.	Vulnerable or disabled pupils will access all activities on offer.	Ongoing/termly.
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed, e.g. special pencil grips, headphones, wobble cushion, adapted scissors, overlays, writing slopes etc.	Children will develop independent learning skills.	Senco- termly.
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as a needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.
Other Information			
To ensure that parents/carers who are unable to attend school, because of a disability, can access parent/carers evenings.	Staff to hold parents'/carers evenings by phone or send home written information.	Parents are informed of children's progress.	Twice a year.