



Accessibility Plan 2022-2024

Westways Primary School

Reviewed/Adopted:	Autumn 2022
Next Review Date:	Autumn 2024
Review Frequency:	Every 2 Years
Reviewed By:	Full Governing Body

Westways Primary School

ACCESSIBILITY PLAN 2022-2024

Purpose of Plan

This plan shows how Westways Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. It will show how we plan to increase access for disabled pupils to the curriculum (including after-school clubs and school visits), the physical environment and to improving the delivery of written information.

At Westways 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 promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work 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.

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. There are nine protected characteristics covered by the Act under which it is unlawful to treat people unfairly. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

According to the Equality Act 2010 a person has a 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.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Westways Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Westways Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils (if a school fails to do this they are in breach of their duties under the Equalities Act 2010) this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Westways Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Critical Incident Plan
- Health and Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Equal Opportunities Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing Board.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary every two years (duration of the plan). Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were consulted with:

- [The Governing Body](#)
- [Head Teacher](#)
- [SENCO](#)
- [School Business Manager](#)

A review of the school's access arrangements were made by the Headteacher and Senior Leadership Team (SLT) in October 2022. A small number of recommendations were made as follows:

Access Report Ref.	Item	Activity	Timescale	Cost
1. PEEP	Personal Emergency Evacuation Plan	All PEEPs to be reviewed and re-written by the pastoral team.	Reviewed on an annual basis.	N/A
2.				
3.				
4.				



5.					
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Action Plan A - Improving Physical Access

Ref.	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1.	Corridors	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing	All staff
2.	Maintain wheelchair and walking aid access to main school building, playground	Enable wheelchair users can access playground with minimal support.	Immediate	High	None	Ongoing	
3.	Disabled parking	At present there are no parking spaces on our site. There is a disabled bay outside the school grounds. The school is going to convert a small section of playground and use as a visitor car park. Space will be provided for disabled visitors and parents if it supports their requirements.	Immediate	High	None	Ongoing	Caretaker
4.	Routes and external level change including ramps and steps	The site consists of three 100 year old buildings. Caretakers must ensure these areas are maintained with the appropriate signage and decoration to ensure that they support people to use the areas safely.	Immediate	High	Part of cleaning contract	Ongoing	Caretaker

Action Plan B - Improving Curriculum Access

Ref.	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1.	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Termly	High	None		SLT
2.	Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities	Thorough planning. Advance visits. Careful risk assessment including for individuals if necessary. Consultation with EVC. Meeting with parents as part of the risk assessment.	Ongoing	High	Leaders planning time for risk assessing Pre-visit where possible	Ongoing	SLT Trip leaders EVC
3.	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required. Special menu created in consultation with parents of children with dietary needs.	Ongoing	High	Budget for clubs provision. New equipment if needed.	Reviewed in September then ongoing throughout the year.	SLT
4.	Ensure that children are taught about the protected characteristics.	Ensure that the curriculum through RSHE and other subject specific areas serve to provide clear opportunities to develop tolerance and understanding of the society we live in.	Ongoing	High	Time for leaders to ensure that subjects have planned links. £200 resources/books etc	Reviewed as part of ongoing curriculum reviews.	SLT/Vice-Chair of Gobs

Action Plan C - Improving the Delivery of Written Information

Ref.	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1.	Availability of written material in alternative formats when needed or specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats	Ongoing	Medium	Not applicable		SLT
2.	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website - particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language. A translation tool will be added to the school website and large print documents will be offered.	Ongoing	Medium	Not applicable		SLT/ Website Coordinator