



Accessibility Plan

September 2022

Purpose of the Plan

The purpose of this plan is to show how Wolviston Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 23:

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning 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 timeframe. Wolviston Primary School aims to treat all stakeholders, including pupils, prospective 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 data collection, questionnaires and parental discussions.

Contextual Information

The whole of the school building and site is accessible to children in a wheelchair. There is one disabled toilet for wheelchair users.

The Current Range of Disabilities within Wolviston Primary School.

The school has children with a limited range of disabilities which include Downs Syndrome, Autistic Spectrum Disorder, epilepsy, various different allergies, chromosome abnormality, Perthes and hypermobility. When children enter school with specific disabilities, the school contacts the health professionals for assessments, support and guidance for the school and parents and where necessary risk assessments and Health Care plans are put into place.

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.

Where appropriate staff are trained in meeting the medical needs of children in school such as how to use an Epi-pen for those children in school with nut allergies. Some children have allergies or food intolerances/cultural food choices.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. All medical information is collated and available to staff in a central location for full information, it is kept in class shared files on the school network.

We have competent First Aiders who hold current First Aid certificates, and all our Early Years staff are trained in Paediatric First Aid.



Wolviston Accessibility Plan 2022-2023

Targets	Strategies	Outcomes	Timescale	Achieved
EQUALITY AND INCLUSION				
To ensure whole school staff are constantly aware of disability issues within current co-hort.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues	On-going.	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	
Ensure that disabled pupils participate equally in after-school and out of school activities.	Develop guidance for staff to ensure that BC, after-school activities and out of school activities are available to all pupils Monitor participation using pupil tracking forms.	Guidance completed and issued to staff All pupils participate in a range of after school activities.	SH/ AW On going	
To continue to train staff to enable them to meet the needs of children with a range of SEN.	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.	On-going.	
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by SH/ AR. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access where possible.	Summer term 2017 (audit) On-going	
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms and working areas.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	SH On going	

Targets	Strategies	Outcomes	Timescale	Achieved
CURRICULUM				
To ensure that the resources to support access to the curriculum for all pupils are available.	Audit current resources and identify additional resources needed to enable all pupils to access the curriculum. Secure funding and purchase resources	Additional resources identified and purchased.	SH/JW Ongoing	
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 needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
WRITTEN/OTHER INFORMATION				
The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.	Contact LA and other agencies which work with school	Information provided in alternative formats.	As required SH	
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As required.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	As required.	

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