

WITHINFIELDS PRIMARY SCHOOL

Disability and Accessibility Policy and Plan

Introduction

This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against pupils, staff and other stakeholders with a disability. This act brings together the laws included in the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 1995. It is our duty to make sure that:

- we do not treat pupils with disability any less favourably for reasons relating to their disability.
- we make reasonable adjustments for pupils with disabilities, so that they are not disadvantaged.
- we will plan to increase access to education for pupils with disabilities.
- we will not discriminate against anyone because of a disability.
- we will promote positive attitudes towards pupils with disabilities.
- we will try our best to remove barriers which may discourage individuals with disabilities from participating fully in all aspects of school life.

Aims

At Withinfields Primary School, we are committed to providing an accessible environment which values and includes all stakeholders - pupils, staff, parents and visitors - regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and respect. It is our aim to reduce or, wherever possible, eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils, prospective pupils, staff, parents and visitors with disabilities.

The plan will contain actions to:

- improve access to the **physical environment** of the school site. We will make reasonable adjustments to the physical environment of the school and will purchase/provide physical aids to enable stakeholders to access education.
- increase **access to the curriculum** for pupils with disabilities, ensuring that these pupils are as equally prepared for life as are the pupils without a disability. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs and educational visits. It also covers the provision of specialist aids and equipment, which may assist these pupils when accessing the curriculum.
- improve and make reasonable adjustments to the **delivery of written information** to all stakeholders with disabilities. This information will be available in different formats within a reasonable time frame.

The Action Plan for physical accessibility is related to a regular Access Audit of the School. The school acknowledges the need for ongoing awareness raising and staff training on disability discrimination.

Definitions of Disability

A person has a disability if they have a physical or mental impairment that is:

- substantial;
- long-term; and
- has an adverse effect on their ability to carry out normal every-day activities.

Gathering Information

Information about the needs of disabled people will be gathered through:

- pupil admission information.
- SIMS data.
- SEN reviews/Education, Health and Care Plans.
- discussions with relevant medical professionals and other support agencies.
- opportunities for staff to disclose a disability to the Head Teacher in confidence. New staff will have this opportunity on application and following appointment (when recruiting new staff, Council guidelines are followed).
- data showing disabilities of governors, parents, carers, guardians and other users of school.

Access for Users with Disabilities

Our school building has/is:

- built on one level and has provision for people with mobility difficulties to ensure they can get around easily.
- ramps and wide-opening doors fitted.
- a marked disabled space for car users who need to park close to the building.
- three disabled toilet facilities; two fitted with electronic hoists and one containing a height changeable bed.
- a playground on one level.
- portacabin classrooms with ramp access and accessible toilets.
- an EYFS playground with disabled access.
- an environmental, wildlife area with disabled access.

Curriculum Access

- Children are taught using a variety of multi-sensory teaching and learning methods.
- All staff (teaching and support) use the principles of 'Assessment for Learning'.
- Additional, medical and special educational needs and/or disability (SEND) registers are kept up to date through regular assess, plan, do and review cycles.
- Where pupils have specific needs, individualised one page plans are developed.
- There are a range of intervention programmes offered to pupils.
- Advice is sought from many outside agencies to inform staff of the best ways to provide 'reasonable adjustments'.
- Teaching Assistants are well trained and work in collaboration with the teaching staff to make sure that pupils with disabilities are appropriately supported.
- Analysis of performance data helps school to ascertain how effective extra support sessions, for pupils with specific learning needs, have been.
- Support systems are available to make sure pupils who need special arrangements to access assessments (such as extra time, readers, scribes, modified tests and enlarged test papers etc) have this provided.
- ICT, such as Clicker 8 may be used as an aid where appropriate for pupils with a specific difficulty.
- Visual aids, prompts and resources including visual timetables are used to facilitate access for all pupils deemed in need of them.
- Through assemblies, PSRHE and SEAL, differences are discussed and promoted.
- Staff working with pupils with disabilities receive appropriate training.
- Thorough risk assessments, including those for wider curriculum areas such as swimming or residential activities, are undertaken as required and take full account of the needs of children with disabilities.
- School's physical learning environment supports transition for pupils with disabilities.
- Where pupils have sensory needs, the school's sensory room is accessible.
- Alternative methods of communication, such as Picture Exchange System, are used for pupils with communication needs.

Communication Between Home and School

- School sends a newsletter home weekly via email and offers a paper copy if parents / carers request this.
- Correspondence will be written in Comic Sans, Calibri or Arial.
- Regular contact is made with parents of pupils on the SEND register.
- All parents are offered the opportunity to speak to teachers to discuss pupils' progress and support staff and teachers are available each day on the cloakroom doors for parents to speak to or make an appointment for a longer conversation.
- Parents' evenings and information regarding assessments occur on a termly basis. A written report is sent out annually.
- School has a full-time pastoral support officer to help and improve home-school communication.
- School uses Class Dojo, a communication app, to promote home/school communication.

Disability and Accessibility Plan

Objective	Actions	Timescale	Personnel	Monitoring and Success criteria
<u>1. Improving access to the physical environment of the school</u>				
Improved physical premises	Take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site, such as improved access, lighting and colour schemes, more accessible facilities and fittings.	Ongoing	Governors SLT	SENCO to be involved in any discussions about premises improvements and SENCO to provide information about new children's needs or potential needs to SBM for premises development plan.
Improved physical learning environments	Additional sensory spaces to be established to meet the needs of several children within school who have sensory processing and / or integration needs. SENCO to work in collaboration with the Specialist Inclusion Team and Portage to improve the sensory spaces; SENCO to make a bid for making improvements. Training day from ASD service to include sensory integration. SENCO to provide training to teaching assistants on best use of a sensory space and training for teachers on sensory processing and identifying needs.	Sept 2025	SENCO	Staff attendance at training events based on sensory needs will be high Drop ins show that the sensory room is being used appropriately to regulate and develop visual, auditory and tactile processing. One Page Plans written by teaching staff show that sensory needs are identified and strategies to help pupils are detailed Pupils can access learning in the classroom due to the time given for the use of this space.
Ensure equal access for pupils with SEND	Hold initial meetings with parents regarding pupil's needs and then follow up appointments once started and settled in school. First meeting to gather information from parents to ensure safe and secure transition. Second meeting to share observations and check for parental and child satisfaction.	Ongoing	Governors SLT	Parental questionnaires show confidence in systems in place. Pupil questionnaire or interviews show that children feel safe, secure and able to engage with school life.
<u>2. Increase the extent to which disabled pupils can access the curriculum</u>				
Staff prepared for individual needs of a range of children	Ensure strong transition in place - liaise closely with previous nurseries; meetings between staff in school at transition; extra transition days where parental request is made; 3 day transition before the summer holidays. New parent information evenings and telephone conversation with other parents who do not attend; home visits for new EYFS children offered	Easter 2026	Class teachers SENCO	All pupils accessing the curriculum with appropriate adjustments documented in a one-page plan. Parental and pupil questionnaires to gain feedback about transition experiences. IDL targets are monitored by SENCO to ensure appropriate challenge, specificity and relevance for the child. Visits from the Physio / OT team are regularly documented PECS training for visual communication well established

	<p>(see above for consistency within classroom environments to aid transition).</p> <p>Staff expertise considered when organising staffing for each class to ensure a good match between staff strengths and the needs of the children.</p> <p>Training for all staff linked to different types of SEND to ensure that staff expertise in meeting the needs of SEND children continues to develop.</p> <p>Review all SEND documentation to improve passing on of information and to ensure all aspects of each child's needs are documented and catered for.</p> <p>Training and reminders for staff to use communication records effectively.</p> <p>Engage with the PINS project to improve staff training and reflection and parental understanding.</p>			<p>Training from ASD team on workstations and daily planning sheets leads to greater support and consistency for children</p> <p>Staff attend drop-in sessions put on by the SIT.</p> <p>Positive improvements in end of project data from PINS surveys</p>
Improve assessment systems for all SEND children	<p>Review documentation and systems for IDLPs to ensure that progress is monitored on an ongoing basis and new targets set. Improve staff awareness of different needs through training especially those relating to communication and interaction needs and social, emotional and mental health needs.</p> <p>Children in EYFS receive 2x EHCP reviews per year.</p> <p>Utilise external agencies for assessment and advice when needed e.g. Brighthouse Dyslexia Centre, Educational Psychologists, ASD service, CAMHS, Physiotherapist and OT. Ensure that children with complex needs needing beyond £6k support are put forward for assessment for EHC.</p>	Ongoing	SLT and Class teachers	<p>IDLP target progress monitored by SENCO. Documentation for submission to LA monitored by head. Following training, all SLT to monitor progress towards Boxall produced targets. SENCO to monitor systems and the compliance and effectiveness of these. SENCO to monitor the match of IDLP targets to recommendations from external professionals.</p> <p>EYFS/KS1 staff to take part in Dingley's Promise training to improve assessment of CAL needs for children in EYFS</p> <p>Class teachers contribute to the EHCP assessment process, detailing strengths and weaknesses across the 4 areas of SEND</p> <p>Nursery teacher to identify needs by Christmas, annually.</p>
3. Improve the delivery of written and electronic information to stakeholders with a disability				
Access to written information for all stakeholders	<p>Review website and ensure that information can be found easily. Respond to parental opinion about useful information to include in addition to statutory information.</p> <p>Weekly information to be included in the newsletter relating to SEND including sources of support for parents, community events for children with SEND and useful information about different needs.</p>	Ongoing	Governors SLT	<p>Governors quality-assure statutory information on the website. Parental questionnaire shows that parents find information useful and feel able to suggest additional information that they would find useful.</p>