



## **West Witney Primary School**

### **Accessibility Plan**

**November 2022 – November 2025**

West Witney Primary School is a dynamic school where children are enthusiastic and motivated to achieve. The children are at the heart of every decision we make to ensure that they are life-long learners with the confidence to achieve their potential.

At West Witney, we believe that children should be inquisitive about their learning, so through our engaging curriculum, we ensure that children can acquire a passion for learning that will help to develop high aspirations and life-long memories. We believe in guaranteeing that children receive a well-rounded curriculum; where individual gifts can be spotted and encouraged to ensure that all children experience a realisation and understand their full potential. We base our vision for learning on a set of core values and believe that these support our children in developing characteristics for effective life-long learning.

We have high expectations for all our pupils and we expect pupils with a disability to participate and achieve in every aspect of school life. As such we are committed to:

- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Promoting the individuality of all our children, regardless of difference

The achievements, attitudes and well-being of all our children matter.

#### **Purpose of Plan**

The aim of this plan is to set out the commitment of the Governing Body to the principles of inclusive education by removing barriers to progress and making

reasonable adjustments to reduce disadvantage. This plan shows how West Witney Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The tables below outline the action plan showing how the school will address the priorities identified in the Access Plan.

**West Witney Primary School recognises its duty of care to all pupils, staff and visitors. Therefore we ensure we:**

- Do not discriminate against pupils with a disability in their admissions and exclusion and provision of education and associated services.
- Do not to treat pupils with a disability less-favourably.
- Take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage.
- Publish an accessibility plan.

**The Governing Body of West Witney Primary School recognises its duty to:**

- Increase the extent to which pupils with a disability can participate fully in the curriculum.
- Improve the physical environment of the school to enable the pupils/adults with a disability to take better advantage of education, benefits and services provided.
- Improve the availability of accessible information to pupils or parents/carers with a disability.

**Definition of Disability**

The Equality act 2010 and the Equality Duty 2011 place responsibility on schools to remove discrimination against pupils with disability. The Equality Act and the Disability Discrimination Act 1995 define disability as when a has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

The definition includes a wide range of impairments including sensory impairments and those affecting sight or hearing. The definition can also include hidden impairments such as Autism, Attention Deficit Hyperactivity Disorder (ADHD) and speech and language impairment.

Some disabled pupils may also have special educational needs (SEN) and may be receiving support via school-based SEN Support or have a statement/Education Health Care Plan. The fact that a disabled pupil has SEN does not remove the duty to make reasonable adjustments for them; some disabled pupils with SEN will still require reasonable adjustments to be made in addition to any support they receive through SEN provision.

The Equality Act requires school to make “reasonable adjustments” to their policies, procedures and practice to accommodate pupils with disability in school life.

### **The three key areas for the Access Plan are:**

- Increasing access for disabled pupils to the school curriculum (this 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 access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils, using formats which give pupils better access to information. The information will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

### **Contextual Information**

West Witney Primary School has been in its current location since 1991. The main building consists of an entrance way leading to the school office and the central part of the school leading past the hall. There are corridors off this entrance open space leading to the different key stages. The building has 14 classrooms, a separate building and garden for Nursery, with a disabled toilet. There is a library, a Snug, alternative provision space (Hive) and various 'break out' table spaces in communal areas. All classrooms are fully accessible to wheelchair users.

The Upper Key Stage Two classes are located on the upper floor which can be accessed by a lift and is fully accessible. There is a disabled toilet on the upper floor.

All access to the school is accessed via flat surfaces. The Foundation Stage children are part of the main building and they have a separate garden which has various levels and surface areas but is fully accessible. There are two playgrounds for the different key stages and is open plan with flat surfaces i.e. no steps. The field is accessed straight from the playground, part of which has a sloped area.

At present we have no wheelchair dependent pupils, parents or members of staff. We do have an occasional-use pupil who requires accessibility.

### **Current Range of Known Disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities and emotional difficulties. There are pupils who have autistic spectrum needs and language impairment. We have a small number of pupils and parents who have a hearing impairment and a number of pupils with

medical needs. We have a small number of pupils and parents who have visual, hearing and physical impairments.

### Action plan 2022-2025

#### Action 1: Increasing the extent to which disabled pupils can participate fully in the curriculum

At West Witney Primary School we believe that all pupils should be enabled and encouraged to participate fully in the life of the school. Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. Teachers at West Witney Primary School plan and deliver high quality lessons. Planning is differentiated to take into account individual/group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas. All teachers and teaching assistants have the regular and relevant training to enable them to teach and support pupils with a variety of disabilities.

It is a core value of the school that all children are enabled to participate fully in learning and demonstrate our core values in school and the wider community. All children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

| Target / Aim                                                                                             | Actions                                                                                                                                                                          | Time scale                                       | Responsibility         | Success Criteria / Outcomes                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ensure the school curriculum is fully accessible to all pupils including those with a disability.</b> | Audit school population (pupils/parents/staff) to identify those with a disability and specific needs in order to identify those who may need additional or different provision. | Autumn 2022                                      | SENDCo/<br>Headteacher | Disability and medical records are up to date for current school population and parents and appropriate provision and adjustments are in place where necessary. |
|                                                                                                          | Set up a system of individual access plans for disabled pupils when required. Ensure all staff are aware of disabled children's curriculum access.                               | Autumn 2022 and ongoing adaptations as required. |                        | All staff aware of individuals needs and plans as appropriate.<br><br>Raised staff confidence in                                                                |

|                                                                                                                            |                                                                                                                                                                                                                                                                                                                                          |                                                                                   |                                    |                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                            | <p>Increase confidence of all staff in differentiating the curriculum through relevant CPD and specialist input</p> <p>Ensure classroom support staff have specific training on disability issues</p> <p>Make sure necessary software is installed where needed and appropriate training given. Use ICT software to support learning</p> | <p>Ongoing and as required.</p> <p>Training programme to be devised annually.</p> |                                    | <p>strategies for differentiation and increased pupil participation and progress. Lesson observations demonstrate improved skills in using a range of strategies to support children's needs. Wider use of SEN resources in classrooms</p>                                                         |
| <p><b>Disabled pupils are encouraged and supported to attend after school activities, school trips and play times.</b></p> | <p>Carry out audit of clubs attended, trips and visits by disabled pupils. Involvement in school community and wider school life (School Council etc.) Designated TAs are used to support an individual's SEND needs (after school clubs, playtimes)</p>                                                                                 | <p>Autumn 2022</p>                                                                | <p>Senco/ EVC</p> <p>All staff</p> | <p>Disabled pupils attend a variety of after school clubs and play an important role in the school community. Children with disabilities access school trips, special events and are supported at play times. Disabled pupils feel safe and well supported as an active member of school life.</p> |

### Action 2: Improving the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We continually review resourced provision in light of needs. To meet individual, specific needs, provision will be adapted based on assessment, advice and guidance of health and other professionals.

In order to ensure that the school is fully accessible we continue to consult with specialist teachers, advisors and professionals when considering the purchase of specialist equipment or investment in structural changes.

| Target / Aim                                                                                                              | Actions                                                                                                                                                                                                                                                                 | Time scale                                      | Responsibility       | Success Criteria / Outcomes                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are known and met.</b> | To create access plans for individual disabled pupils as part of the SEN Profile process when required<br><br>Be aware of staff, governors and parents access needs and meet as appropriate.                                                                            | Beginning of the academic year.<br><br>Ongoing. | SENDCo/ Headteacher  | All staff, parents, pupils and governors feel confident their needs are met at school.<br><br>Parents have full access to all school activities.<br><br>All pupils |
| <b>To ensure that the physical and visual environment is engaging, informative and suitable for all</b>                   | The school to consider the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning improvements. Displays and signs are clear following guidelines for a Dyslexia friendly school and use visuals to support communication | Ongoing.                                        |                      | Visually impaired people feel safe and confident to access and negotiate the school grounds.                                                                       |
| <b>Ensure all pupils can be safely evacuated in the event of a fire or other emergencies.</b>                             | Playground, step, fire exit signs and markings need to be clear and regularly refreshed. Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils who require this.                                                                                        | Beginning of the academic year.                 | SENDCo/ Site Manager | All disabled/SEN pupils and staff working alongside them are safe in the event of a fire. All fire drills are successful and children are evacuated efficiently    |

### Action 3: Improving access to information for disabled pupils/parents

As a school we plan to make written information available to pupils, parents and staff with disabilities in a way that makes it accessible to them. The school identifies agencies and sources of materials and resources in order to be able to make the provision when required. The school's ICT infrastructure enables us to access a range of materials supportive to need. Staff share information with pupils with disabilities and/or SEN in a variety of ways including, face to face discussion, simplified and modified language, use of symbols, pictures or signs.

In planning to make written information available the school will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

| Target / Aim                                                            | Actions                                                                                                                                | Time-scale                 | Responsibility                  | Success Criteria / Outcomes                                                                   |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Review information to parents/carers to ensure it is accessible.</b> | Provide information and letters in clear print and clear, simplified English.                                                          | Ongoing                    | School Office/<br>all staff     | All parents receive information in a form that they can access.                               |
|                                                                         | Meetings with parents include a mixture of communication methods.                                                                      | Ongoing                    | School Office                   | All parents receive the necessary support in completing forms and accessing information.      |
|                                                                         | Ensure website and all documents accessible via the school website can be accessed by the visually impaired.                           | Beginning of academic year | Headteacher/<br>Website manager | All parents understand what are the headlines of the school information                       |
|                                                                         | Increase the variety of ways parents can access communication from school e.g. text messages, twitter updates and school Facebook page | Ongoing                    | Headteacher/<br>Website manager |                                                                                               |
| <b>Ensure all staff are aware of guidance on accessible formats</b>     | Guidance to staff on dyslexia and accessible information                                                                               | Ongoing                    | SENDCo                          | Staff feel confident to produce their own information/ documents that follow these guidelines |
| <b>Annual review information to be as accessible as possible</b>        | Develop child friendly Profile review formats                                                                                          | Autumn term                | SENDCo                          | Staff are more aware of pupils preferred method of communications and use these in class      |