

ACCESSIBILITY PLAN

Name of School: Winthorpe Primary School
Date of Policy: October 2022
Responsibility of: Governors
Review Date: September 2025



Introduction:

At Winthorpe Primary School we are committed to providing an inclusive curriculum for all pupils and increasing access to the school's facilities for all by:

- Increasing the extent to which disabled learners can participate in the curriculum and life of the school,
- Improving the physical environment of the school to maximize accessibility for all learners,
- Improving the delivery of information, to disabled learners which is already available in writing to learners who are not disabled,
- Promoting positive attitudes to disabled people,
- Promoting equal opportunities for all learners.

Definition of disability:

A person is deemed "disabled" under the Equality Act 2010 if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Audit of existing provision:

1. Access to the School Curriculum

- Curriculum is suitably differentiated to meet the specific needs of learners.
- TA deployment to cover curriculum needs.
- Families involved in target setting and IEPs.
- Liaison with external services and agencies (physical, sensory, learning and behaviour).
- Pupil information shared with relevant staff.

2. Access to the Physical Environment

- Wheelchair access through all doors.
- Accessible toilet available.
- Classrooms carpeted to improve acoustics.
- Audible fire alarm.
- All areas are well lit.
- Wheelchair access to playground and playing field.
- Emergency exits are clearly marked

3. Access to Information

- All correspondence is written in plain English and using a clear font.
- Regular correspondence is sent home.
- Weekly newsletters are sent via email.
- Twitter accounts are used to share what each class does during the school day.

Implementation and Evaluation of the Accessibility Plan:

This school will ensure that the Accessibility Plan is implemented by allocating sufficient resources and monitoring the progress at regular intervals. The Accessibility Plan will be evaluated and amended every three years or earlier if required. The Plan is divided into two parts:

- Improving Curriculum Access – Accessibility Plan Objective 1
- Improving Physical Access – Accessibility Plan Objective 2

1. Improving Curriculum Access - Accessibility Plan Objective 1

Targets	Strategies	Outcome
All learning opportunities are accessible to all pupils	<ul style="list-style-type: none"> -All resources are adapted to meet specific needs of all pupils -All activities are adapted or differentiated to meet the individual needs of all pupils. - Additional support is provided to all pupils as required and whenever possible - The SENDcO will work with identified individual children and their families to ensure that children can make good progress in all areas 	All learning opportunities are accessible to all pupils
All school trips are available to all pupils	<ul style="list-style-type: none"> - Activities planned to ensure all children have equal access. - Preliminary visits to all locations are carried out as part of the risk assessment and accessibility process. - Staff will administer medication as required. - Additional staff / volunteers will support individuals as required, in addition to require staffing ratios. - Additional support and assistance will be provided to individuals throughout the trip as required 	All trips and activities are available to all pupils.
All staff have excellent understanding of the needs of all pupils	<ul style="list-style-type: none"> -Staff meeting time allocated to discuss specific pupils and needs. Information shared appropriately with all staff -Individual support plans in place for pupils as required. -Families inform school and continually update on specific medical / dietary needs -Review meetings are regularly held for families of SEND pupils -The Headteacher and SENDcO will review staff training needs and requirements and ensure that necessary training is provided for all staff -The SENDcO will regularly liaise with staff to ensure that the school has the required resources to assist all pupils 	The school are able to meet the needs of all pupils at the school to a high standard.

2. Improving the Physical Access - Accessibility Plan Objective 2

Targets	Strategies	Outcome
All parts of school are accessible to all pupils	<ul style="list-style-type: none">-The school layout allows all pupils and staff to move around easily.-Corridors and classrooms are kept clutter free to remain accessible to all.	All parts of school are accessible to all pupils
Meet the specific needs of individual children	<ul style="list-style-type: none">-The school will adapt wherever possible to meet the needs of an individual pupil. This may be as a result of a temporary injury (e.g. a broken leg) or a permanent disability. The adaptations will depend largely on the requirements of the individual child, but all staff will make necessary reasonable adjustments with the full support of the Headteacher.-Personal Evacuation Plans will be put in place as required	All specific needs are met as required