

# WEXHAM COURT PRIMARY SCHOOL

## Accessibility Plan

2023 - 2026



**Date Approved:** Spring 2023

**Date for Review:** Spring 2026

**Approved By:** Full Governing Body & Head Teacher

# WEXHAM COURT PRIMARY SCHOOL

## ACCESSIBILITY PLAN

**Preparing every child to become a successful individual in an ever evolving world.**

**Build belonging, Strive for excellence and Do the right thing.**

At Wexham Court Primary School we are proud of the diversity of our students and staff and are committed to promoting a positive and inclusive culture in which all are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, beliefs, sex or sexual orientation. We acknowledge that we are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions and that this can negatively impact traditionally marginalised and disenfranchised students. In all areas of our school, we strive to understand and appreciate all aspects of diversity, equality and inclusion and proactively adapt our school policies and procedures accordingly.

### 1. AIMS OF THE PLAN

The purpose of this plan is to show how our school intends to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided by the School.
- Improve the availability of accessible information to disabled pupils.

Our School further intends to continue to increase accessibility to the curriculum, the physical environment and written information, so that all pupils with a disability can take full advantage of their education and associated opportunities within the school community.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We define our disabled pupils as:

- Those with physical disabilities, including ambulatory, dexterity, visual and auditory difficulties as well as hidden disabilities such as diabetes and other chronic conditions.
- Those with learning, emotional, social, behavioural and mental conditions as well as hidden disabilities such as dyslexia and autism.

### 2. OBJECTIVES OF THE PLAN

- To ensure all disabled pupils are fully involved in school life and are making good progress.
- To identify barriers to participation of the school day, extra curricula activities and the curriculum and find practical solutions to overcoming these.
- To work with disabled pupils and their parents/carers to create appropriate provision, including education health and care plans where relevant.
- To increase the confidence, sensitivity and expertise of staff when teaching or supporting a wide range of disabled pupils.
- To meet the requirements of the Equality Act and the SEND code of practice in respect of disabled pupils.

- To reduce or eliminate where possible the barriers to adults with a disability, be they staff, parents, carers, governors or other users, to ensure their full potential in the life of the school and enable full use of the facilities available.
- To monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- To provide appropriate support and provision for employees with disabilities to ensure they can carry out their work without barriers.
- To undertake reasonable adjustments to enable staff to access the workplace.

### **3. THE EQUALITY ACT 2010**

- 3.1 Compliance with Schedule 10 of the Equality Act is consistent with our school aims and Equality Policy, as well as our SEND and Behaviour Policies.
- 3.2 The Governing Board has full regard to the Equality Act 2010 when carrying out their duties and responsibilities.
- 3.3 The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

- 3.4 All those who work in the school as employees or volunteers recognise their duty under the Equality Act 2010:
- Not to discriminate against disabled pupils in admissions or exclusions, or in the provision of education and associated services.
  - Not to treat disabled pupils less favourably.
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
  - To publish an accessibility plan.

### **4. KEY STAFF AND GOVERNORS**

- 4.1 The member of the Senior Leadership Team with oversight of special educational needs and disabilities is Lovedeep Paterson.
- 4.2 The lead member of staff is the SEND co-ordinator, Lovedeep Paterson, who is responsible for:
- The special needs register.
  - The welfare of all SEND pupils.

- Appropriate training for staff.
  - Ensuring that the accessibility plan is implemented.
  - Monitoring its effectiveness in meeting disabled pupils' needs.
- 4.3 All teaching and support staff involved in the teaching and learning of SEND pupils receive regular specialist training as part of our CPD programme.
- 4.4 An appointed Governor is responsible for ensuring that the Governing Board has a termly update on SEND pupils at the Full Governing Board meeting and an annual report on the improvements achieved for disabled pupils under the accessibility plan.

## **5. Our plan is based on the three main tenets of the DFE statutory advice 2014**

### 5.1 Increased access to the curriculum

- 5.1.1 Ideally, all areas of the curriculum should be available to all pupils, regardless of their disability. We make every effort to educate pupils with disabilities alongside their peers in a mainstream classroom setting. Where this is not possible the SENDCo consults with the pupil and their parents/carers about proposed flexible alternative arrangements. A more detailed plan/risk assessment will be kept by the SENDCo.
- 5.1.2 The school curriculum is regularly reviewed to ensure it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom through activities such as after school clubs, leisure and cultural activities and school visits.
- 5.1.3 Areas on which we intend to concentrate include:
- Better early identification of the needs of disabled pupils and staff awareness of these.
  - Regular training of staff on aspects of SEND in the school and developing appropriate teaching and learning strategies.
  - raising awareness for all pupils about the range of disabilities in the school.
  - Embedded mechanisms to listen to views of SEND pupils and their parents/carers and consider them in all aspects of school life.
  - Specific specialist intervention where needed for all SEND pupils.
  - Specialist advice from other professionals.
  - Special access arrangements for internal/external exams.

### 5.2 Improved access to the physical environment of the school

- 5.2.1 The School carries out an accessibility audit every three years in advance of reviewing this policy. The audit is carried out by the Site Controller and Head Teacher as part of their regular safeguarding tours of the school.
- 5.2.2 Teachers are given advice on how to move and arrange furniture and how to manage lighting, noise and visual stimulus, etc. We also give attention to how pupils' needs can be met on school journeys and school trips.
- 5.2.3 Areas on which we intend to concentrate in include:

- Maintaining ramps.
- Keeping under consideration the need for additional handrails and a hoist.
- Customised furniture and equipment.
- Keeping under consideration the need for an adjustable work station for serving food.
- Enforcing allocated parking spaces.
- Evacuation chairs.
- Quite areas during non-structured times.

### 5.3 Improved delivery of information to disabled pupils

5.3.1 Teachers and LSAs consider the needs of each disabled pupil and provide accessible learning resources for them. The increased use of interactive whiteboards and other digital technology have diversified the ways in which all pupils receive information.

5.3.2 Areas on which we intend to concentrate include:

- Investigating symbol software/ dual coding to support learners with reading difficulties.
- Raising awareness of font sizes and page layout for pupils with visual impairments.
- Coloured overlays for texts.
- Auditing the school library to ensure the availability of large font and audio books.
- Auditing signage around the school.
- Additional tactile resources.
- Practical resources in various sizes.
- Readers and scribes in examinations.

## **6. Adult Users**

Many of these improvements will also benefit disabled adults working at or associated with the school, as well as disabled family members of pupils, staff and governors.

## **7. Monitoring Arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

This is a true version signed by

Mr J. Reekie, Chair of Governors

Signed:

Date:

Miss N Mehat, Headteacher

Signed:

Date:

Review date: Spring 2026