



Wimboldsley Community Primary School Accessibility Plan

At Wimboldsley Community Primary School we are committed to providing a fully accessible environment to all pupils, staff, parents and visitors regardless of their needs.

Purpose of the Plan

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

According to the Equality Act 2010, a person has a disability if:

- a) They have a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. 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.

AIMS & OBJECTIVES

We ensure that all our children have equal access to the curriculum and develop it as needed to ensure that pupils with disability are provided with equal opportunity to progress and develop academically just as abled bodied pupils – listed as C in the plan below

We aim to improve our physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided – identified as E in the plan below

Through positive educational experiences, including the physical environment of the school, we aim to develop facilities and provide physical aids to ensure full inclusion and access to education for all pupils, no matter their disability – identified as I in the plan below

We have a few 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. A spare inhaler is kept in the staff room.

Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff, on the staff noticeboard, the head teachers' office board and next to the central first aid point in the staff room.

We have competent, trained First Aiders who hold current First Aid certificates. All medication

is collected by the school office and an administration of medicines consent form is filled in by parents outlining the illness and amount and time of medication.

All medication that is administered, is recorded.

Children who receive regular medication in school have it administered by the same person each day and counter-signed.

Aims	Current Good Practice	Objectives	Actions to be taken	Date to be completed	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Currently, there are children with a range of disabilities which include autistic spectrum disorder and serious medical conditions.</p> <p>When children enter school with specific disabilities, the school contacts professionals for assessments, support and guidance for the school and parents – see SEN local offer on the school website.</p> <p>Our school offers a differentiated curriculum for all pupils and is regularly reviewed to ensure it meets the needs of all pupils.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>To offer specialist support for SEND children in an inclusive environment</p> <p>To ensure smooth transition of all pupils with SEND to new classes or a new phase of their education</p> <p>To ensure that all children are able to access all out of school activities. eg. clubs, trips, residential visits etc.</p> <p>To promote the involvement of disabled students in classroom discussions/activities</p>	<p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing:</p> <p>Wheelchair access – ensure corridors are kept clear with full access to all areas of school</p> <p>Individual Chromebooks and/or laptops for children as required</p> <p>ELSA training for identified TA</p> <p>Providing alternatives to enable disabled pupils to participate successfully in lessons such as 1:1 support or adapted resources</p> <p>Personalised timetables for children with both whole class support and individual/group work</p> <p>Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</p>	<p>Ongoing</p>	<p>Staff staff attending INSET.</p> <p>Evidence in lessons</p> <p>Ensure children are included – pupil voice</p> <p>Successful transition into new activities or classrooms at the start of a year/transition points</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. School has some wide doors/corridors for accessibility.</p>	<p>To ensure the wider school community are aware of accessibility issues. To ensure the</p>	<p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing:</p>	<p>ongoing</p>	<p>Lessons start on time without the need to make adjustments to accommodate the</p>

	Ramps outside for wheelchair access and one disabled toilet. There is one disabled parking bay.	local governing body are aware of this plan and adaptations are discussed.	Wheelchair access Office staff to maintain vigilance with use of disabled parking bay at the front of school		needs of individual pupils. Meetings timetabled Minutes of safeguarding meetings
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Pictorial or symbolic representations – school work alongside professionals to identify children with additional needs and provide resources on a 1:1 basis.	To support all pupils, including those with EAL to participate fully in the life of the school. To ensure that all members of our school community can access school newsletters and information To continue to utilise the diversity of our staff to support vulnerable families with English as a second language To improve the attainment and participation of pupils with social, emotional and mental health difficulties	Internal signage – ensure signs are bilingual to support families from other countries Written information to be sent home in different languages as appropriate. Review Emotional Coach support regularly to ensure children with mental health difficulties are identified and supported with external support utilised as necessary.	Ongoing	Pupil voice and parent voice Review of Emotional Coaching sessions show effective support for vulnerable pupils School environment reflects aims and objectives

