



Western Primary School Accessibility Plan

Persons/body responsible for updating:	SLT
Date approved and by whom:	Dec 2023 HT & govs
Chair of Governors' signature	
Headteacher's signature	
Due for review:	December 2026
Status:	Non-Statutory
Required on website:	Yes

Our School Vision

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

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.

Further information about our approach and initiatives can be found on our school website: [Western Primary School - Red Kite Learning Trust - Equalities, Diversity and Inclusion \(westernps.co.uk\)](http://westernps.co.uk)

This plan is also available on the school website, and paper copies are available upon request from the school office.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Information about the local offer can be found on North Yorkshire's website: [SEND Local Offer | North Yorkshire Council](#) with more information available here: [Equality and diversity | North Yorkshire Council](#)

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

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](#).

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 pupil with disabilities faces in comparison

with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • iPad accessibility options are used alongside other resources so that learning can be tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • School working towards the RED Award which will review, enhance, and celebrate our commitment to promoting equality, diversity, respect for individuals, and community cohesion • Equality objectives reviewed. • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Teachers and support staff have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice when required. • We will allocate support staff as necessary to work closely with pupils with a physical disability • Pupils with SEMH (social, emotional, mental health) difficulties are supported in school • Staff recognise and plan for the additional time and effort needed by some pupils with disabilities, slow-writing speed for pupils with SPLD, more time to move from activity to activity for pupils with a physical disability. • All staff plan for additional time required by some disabled pupils to use equipment. • Pupils with disabilities who cannot participate in particular activities are given alternative experiences eg. Some forms of exercises in PE/sport. 	<p>Continued work towards attaining the Respect, Equality and Diversity (RED) award as outlined on the development plan</p> <p>Regularly review and cascade options available in accessibility in iPad settings to ensure benefits are available to pupils as needed</p> <p>Regular SEND staff meetings (minimum half termly) and coaching as required/requested – updating advice and provision</p> <p>Specialist CPD for staff</p> <p>Continued engagement with local offer and outside agencies</p>	<p>CM / AC</p> <p>HW</p> <p>SENDCO</p> <p>SLT</p> <p>SLT/SENDCO</p>	<p>July 2024</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>As required</p>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
	<ul style="list-style-type: none"> • School Visits are accessible to all pupils regardless of attainment or impairment. • All staff have high expectations for all pupils. • All staff strive to remove barriers to learning and participation and value pupil voice. 			

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Wheelchair users will be given assistance when accessing the school building and some internal areas. • Wheelchair ramps have been installed where feasible. • Consideration will be given to which rooms are most appropriate for individuals (eg meeting spaces and classrooms) • Disabled toilet facilities have sufficient room to accommodate a changing mat. • All external areas are accessible for children with visual impairment. • Pathways around school are safe and well lit. • Emergency and evacuation systems in place. • School safely accommodates Assistance Dogs • Sensory considerations are in place throughout the school environment (adaptable lighting, low stimulus displays etc) • Specialist equipment in use to support a hearing-impaired child to access school life. • Furniture and equipment selected, adjusted, and located appropriately. • A feasibility study has taken place in relation to the installation of a lift facility and a wheelchair ramp to the main entrance. • Improvements to lighting have been made to the stepped area at the front of school. • Yellow edging has been added to other steps in school to increase safety. • The outdoor learning area at the front of school has been levelled to improve access for all. 	<p>Health and Safety inspections are carried out regularly. Handrails and grabrails have been erected to support where required.</p>	PM / RKL / NYC	Ongoing
		<p>Evacuation Plan in place. Pupils with physical disability require a Personal Emergency Evacuation Plan (PEEP).</p>	SLT	Ongoing
		<p>To monitor and order equipment when appropriate.</p> <ul style="list-style-type: none"> • Improve access to the main school office by widening the gate between the front playground 	SLT	Ongoing
			Operations manager	17/2/24

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
		area and the main office.		
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> • Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> ○ Creative use of the iPad accessibility options and apps ○ Internal signage ○ Large print resources ○ Braille ○ Induction loops ○ Pictorial or symbolic representations • Large display screens are used in every class and children can access learning resources on individual devices as required. • Information can be read aloud to those in our school community who cannot read. • Separate reports can be sent to multiple addresses with appropriate permissions and consent. • Powerpoint presentations are used at workshops, forums, and Parents' meeting; these are often available online or shared directly with parents/carers. • Website updated regularly and weekly newsletter sent to all parents. 			

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Senior Leadership Team (SLT) and the Headteacher.

It will be approved by the chair of governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy - westernps.co.uk/seecmsfile/?id=871
- Health and safety policy - [HS-Policy2015-V1-C \(westernps.co.uk\)](https://westernps.co.uk/seecmsfile/?id=6355)
- Equality information and objectives - westernps.co.uk/seecmsfile/?id=6355
- RKLTE Quality Policy – [Equality Scheme \(westernps.co.uk\)](https://westernps.co.uk/seecmsfile/?id=6259)
- Special educational needs (SEN) information report - westernps.co.uk/seecmsfile/?id=6259
- SEND policy - westernps.co.uk/seecmsfile/?id=543
- Supporting pupils with medical conditions policy - westernps.co.uk/seecmsfile/?id=548