WESTGATE PRIMARY SCHOOL

Accessibility Plan

2024 - 2027

1. **Vision Statement**
2. **Aims and Objectives**
3. **Current good practice**
   - Physical Environment
   - Curriculum
   - Information
4. **Access Audit**
5. **Management, coordination and implementation**
6. **Action Plan**

Westgate Primary School Accessibility Plan 2023 - 2026

1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and
(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's 'Guidance on Statutory Policies for Schools'. The Plan must be reviewed every three years and approved by the Governing Body. The current Plan will be appended to this document.

At Westgate Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Westgate Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding and adapting the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

 Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Westgate Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will address the need to continue raising awareness for staff and governors on equality issues

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Relationships and Behaviour Policy
- Health & Safety Policy
- Pupil Premium Strategy
- School Improvement and Development Plan
- Supporting Pupils with Medical Conditions Policy
- Special Educational Needs and Disabilities Policy

The Accessibility Plan will be published on the school website and will be monitored through the Governor Finance and Premises Committee

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment for all people including visitors who may have a disability
- Improve the delivery of written information to pupils parents and staff

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of our annual data collection process and through a survey of parents' views.

Physical Environment

Disabled pupils participate fully within the curriculum and in extra-curricular activities. Some aspects of extra-curricular activities present challenges, for example: lunch and break times for pupils with social / interaction difficulties and school trips for pupils with medical needs.

Curriculum

Some areas of the curriculum present particular challenges for pupils with a disability, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a one storey building with wide corridors and several access points from outside. All classrooms and both halls are accessible to all.

On-site car parking for staff and visitors includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped. The main entrance features a secure lobby and has a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one near the school entrance, easily accessible for visitors and one in the Medical Room. These are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced and the Governors and Senior Leadership Team will work closely with the Local Authority when necessary .

6. Action Plan

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
PHYSICAL ACCESS	All previous targets achieved, no further physical access developments needed at this time.				

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
CURRICULUM ACCESS	Provide training for teachers / TA's on differentiating the curriculum for children with additional needs and disabilities Making our classrooms more inclusive for a wider range of needs.	Identify common areas of need through TLP/Barriers forms. Use of specialist teachers or links to Morecambe Road where appropriate Access free resources and training through Inclusion Hub and/or	All teachers/ TA's are more able to meet the requirements of pupils with additional needs and disabilities All teachers will use strategies to make their classrooms inclusive. All classrooms will be Dyslexia Friendly and staff will be confident	Ongoing until and beyond December 2026 Ongoing until December 2026	

		DFE SEND resources from Sept 20206 CPD on this and other areas of SEND. Continue running the IDL Programme Rapid Reading Programme Pupils who have been assessed by a Specialist and have been confirmed to experience Visual Stress, will be provided with coloured overlays, paper and books, specific to their need Termly assessments Tracking of progress, including TLPs for SEND. Staff will implement Speech and Language Therapy Programmes for individual pupils, as advised by NHS Speech Therapists and Happy Talk Speech Therapist (commissioned by school)	supporting pupils with Dyslexia All children will achieve their potential in each year group. Greater number of children are to achieve Expected or better at the end of KS1 Targeted children will make age-appropriate progress Children will find reading more accessible by using appropriate coloured overlays. Greater number of children are to be at the level expected for their age, in relation to speech and language Children with SEN, particularly ASD, will make a smooth transition to the next year group Children and families with additional needs will be identified and supported in school and in the community.	Ongoing until December 2027 July 2023 July 2025 July 2025 July 2026 Ongoing until December 2027 Ongoing until December 2027	

	Prepare children with SEN for yearly transition from Year Group to Year Group Support the Inclusive quality-first-teaching agenda in school by developing links and close working practices with Specialist Teachers and External Agencies Continue to use research based approaches such as 5 a Day. Provide a greater amount of support for pupils from disadvantaged backgrounds Provide more support in school for children with SMEH - SEMH Establishment of a Sensory Room to support pupils with ASD / SEMH needs in Reception Further development of Regulation spaces across school – improvement in lighting and equipment to meet sensory needs.	NHS Speech Therapists. Employ the services of Happy Talk Speech Therapy Service. Implement NELI in Reception and Talk Boost Intervention within Year 1 and Year 2. Continue with WELCOMM in Reception. Use of SHREC in Reception ands Year 1. Visits to next year's classroom to meet the teacher and become familiar with the physical layout. Make a visual photo book for use in the holidays for all pupils – adapted where needed. Email out to all families. The Inclusion Lead will work with Specialist Teachers and External Agencies to support children and families. SEND clinics to be held each half term with SENCO for parents. The SENCO will meet with staff termly and additionally when relevant to share info about the children and	Pupils are able to achieve the expected amount of progress. TLP/Safety Plans implemented when necessary Children with SEMH will be identified and supported in accessing school life effectively. Pupils with complex and / or specific high levels of need are supported well to aid communication and well-being. Pupils are able to progress well according to their specific needs. Westgate has a clear Inclusion Strategy developed (following DFE guidance) by December 2026.	Ongoing until December 2027 Ongoing until December 2027 Ongoing until December 2027 Ongoing until December 2027	

	Further development of the Inclusion base, using DFE guidance and specialist teacher advice.	families they are working with. Termly assessments Tracking of progress. Targeted intervention groups / Pupil Premium • Pupil Premium Strategy • High- quality inclusive teaching Targeted intervention where needed • Social Skills Intervention e.g. Lego Therapy • Moving Mindsets Mental Health Worker (Barnados) • Happy Mind curriculum • Educational Psychologist • EBSA • Access to CAMHS • Play Therapist for identified children eg through CANW • Request Stepping Stones intervention as appropriate CPD on Mental Health and Wellbeing Sensory room completed and timetabled for children			

		to access across the school where appropriate. Pupils across school to access where a need is identified.			

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
ACCESS TO INFORMATION	Continue to develop and keep the school's website up to date To continue to develop communication with parents	Ongoing input from ICT Co-ordinator / Technician -Notice Boards -Face Book Page -Website - Daily meet and greet on doors -Weekly newsletters -Text service -Parent eveings -SEND clinics -Coffee and Connect -Barnardo's parent assemblies - The Use of 'Scopay'	School's website will be updated regularly and available to all on-line. To ensure school is able to communicate information to parents effectively To allow parents to communicate with school more effectively	Ongoing until December 2027 Ongoing until December 2027	

This Plan will be reviewed annually over the three-year period.

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PLEASE NOTE – ELEMENTS MAY BE SUBJECT TO CHANGE IN LIGHT OF LEGISLATION IN LIGHT OF THE CURRENT SEND GREEN PAPER AND THE WHITE PAPER PUBLISHED IN 2022.