

Warley Road Primary Academy

Accessibility Plan 2021 - 2024



Date of Issue:	September 2021
Status:	Statutory
Review Frequency	Every 3 years
LGB	For information – September 2021
Next review due by:	September 2024

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

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.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes and ensure all children have access to a broad and balanced curriculum.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Ensure classroom support staff have specific training on disability issues.	Be aware of staff training needs. Staff access appropriate CPD Online learning modules if needed	As required	SENDCO	Raised confidence of support staff
All educational visits and i-Challenge activities be accessible to all	Ensure each new venue is vetted for appropriateness	As required	Wider Opportunities Co-Ordinator	All pupils in school able to access all educational visits and take part in a range of activities

Review PE curriculum to ensure all PE is accessible to all	Gather information on accessible PE and disability sports	As required	PE Co-Ordinator	All to have access to a broad and balanced PE curriculum and be able to excel
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Improving access to the physical environment of the school

Warley Road Primary Academy has undergone many changes over recent times to ensure its accessibility. Improvements have included the installation of lifts and ramps, adaptations made to bathrooms, increased number of handrails and purchasing of specialist equipment to name a few. As Warley Road Primary Academy continues to grow and develop, every effort will be made to ensure these facilities and the accessibility for all is maintained.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The school's improvement planning process is the process for considering such needs on an annual basis.

Target	Strategies	Time Scale	Responsibility	Success Criteria
The academy is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process where required Be aware of staff, governors and parents needs and meet as appropriate	As required	SENDCo Head Teacher	IEPs in place for disabled pupils and all staff aware of needs All staff, parents, governors and visitors confident their needs are met
Layout of academy to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head Teacher/ Business Manager/ Site Team	All areas in school are accessible by all members of the school community
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans (PEEP) for all pupils with difficulties	As required	SENDCO	All disabled pupils and staff working alongside are safe in the event of a fire

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the academy to its pupils available to disabled pupils. Examples might include handouts, text books and information about school events. The information should take account of pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print and in 'plain' English School office will support and help parents to access information and complete school forms	On-going	Administration Team	All parents receive information in a format they can access
Annual review information to be as accessible as possible	Develop child friendly review formats	On-going	SENDCO	Staff are aware of pupils preferred method of communication Pupils are able to contribute effectively to the review process
Provide information in other languages for pupils, or prospective pupils who may have difficulty with hearing or language problems	Access translators, sign language interpreters and/or visual prompts to be considered and offered if possible	As required	SENDCO	Pupils and/or parents feel included and supported