WESTOE CROWN PRIMARY

Expect the Best, Achieve Success

Accessibility Plan & Disability Equality Scheme

Spring 2025

Agreed by Governors:

Next Review: Spring 2028

This policy will be reviewed annually and will be published to all staff, parents and governors. It will be available from the school office as well as through the school's website.

Chair of Governors signature: .....

Head Teacher signature: .....

WESTOE CROWN PRIMARY

Accessibility Plan & Disability Equality Scheme

This policy is drawn up in compliance with current legislation and requirements as specified in Schedule 10 relating to Disability of the equality act 2010. At Westoe Crown Primary our school governors will be accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan & Disability Equality Scheme over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the disability Discrimination Act. The law states that schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation"

According to the Disability Act 1995 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 SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the governing body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the governing board of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

a) increasing the extent to which disabled pupils can participate in the school curriculum;
b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The school's accessibility plan will be resourced, implemented, reviewed and revised as necessary and reported on annually.

The school Context

Westoe Crown Primary is a local authority Primary School with a Nursery unit. The school comprises of one building and one pavilion, covering a large site. It was opened in September 2004 and the pavilion was added in 2013, and is therefore compliant with the Equality Act 2010 and the Disability Discrimination Act 1995.

At Westoe Crown Primary we believe in providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors. We are committed to developing a culture of inclusion, support and awareness within the school.

Aims

- To develop and embrace a partnership between school and home
- To offer to each member the opportunity to grow in knowledge fostered through British and religious values and guidance
- To ensure that every individual has a right to be part of a community where every member is respected for their own worth irrespective of race, colour, creed or ability
- Children will be helped to appreciate that they are members of the wider community in its richness and diversity
- To ensure that our curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection
- Equality information and objectives statement (Equality and Diversity in Employment Policy)

This accessibility plan should be read in conjunction with the following school policies

- SEND policy
- Supporting pupils with medical needs policy
- Health and safety policy
- Curriculum policies

Review: April 2028

WESTOE CROWN PRIMARY Accessibility plan

Improving the curriculum access

Target	Strategy	Outcome	Success Criteria
To ensure that children with a hearing or visual impairment can access the school curriculum	Liaise with Sensory services to access training for all staff who teach hearing or visual impaired children	All staff will have a clear understanding of the needs of hearing and visually impaired children and how to ensure that the curriculum is accessible to them.	The school curriculum will be suited to the individual needs of children who are hearing and visually impaired. This will ensure that the children make progress.
To ensure that children who have specific learning difficulties such as ASD, attachment disorder, dyslexia, dyscalculia, dyspraxia can access the school curriculum	Liaise with SENDco. Staff will receive appropriate training. Ensuring that the relevant resources are in place e.g. special writing equipment and writing aids, specific exercise books, use of coloured overlays, backgrounds, visual timetables, first and then boards.	All staff will be familiar with the different strategies needed to support children with specific needs in their learning.	Children with specific learning difficulties will be able to access the curriculum and make progress.
To ensure that all children have access to all extra-curricular activities	Review all out of school provision to ensure compliance with legislation Liaise with EVOLVE for all school trips and visits.	All out of school activities, including after school clubs and breakfast clubs will be in an inclusive environment with providers that comply with all current and future legislative requirements	All children will be able to access all activities provided by school.
Classrooms are organised to promote the participation and independence of all children	Review layout of classroom, furniture and equipment to suit the needs of individual children when require Suitable resources will be available	Children will be supported to learn in a safe, comfortable and exciting environment	Children will enjoy learning and make progress.

To ensure that all children who require additional support in class are supported with adaptive teaching under Quality First teaching.	Independent education targets (year 1-year 6) and support plans (Early Years) will be in place to support targeted areas. Behaviour plans will be in place for children with behavioural needs.	Provision maps for children with EHCP/STEP funding, target sheets, action plans and behaviour plans will be in place and will be reviewed termly by class teachers.	Individual children will access the support they need and will enjoy learning and make progress.
To ensure that the teaching assistants are deployed in order to enable children to receive the appropriate support	Inclusion and intervention staff will be timetabled to work with children who require additional support.	Targeted support will ensure that children can access the curriculum suited to their needs.	Children will receive high quality support and will make progress.

Improving the delivery of written information

Target	Strategy	Outcome	Success Criteria
To ensure that all written material is available in alternative forms when required	The school will make itself aware of the services available through the Local Authority for converting written information into alternative formats.	Written information will be available in different formats depending on what is required. This will include all current school publications.	Improvement in the delivery of information to parents/carers.
To ensure that the school is aware of the opinions of parents on the quality of communication.	Parent surveys are given out annually.	School will be better informed on the opinions of parents and act on this accordingly.	Closer links with parents and improvements in communication.

Physical access

Westoe Crown Primary is a new build (2004)-any physical adjustments or adaptations necessary to accommodate individual pupils' needs are made as and when necessary.