



Wigginton Primary School

Accessibility Plan

Statement of intent

This plan should be read in conjunction with the School Improvement Plan and outlines the proposals of the governing board of Wigginton Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Headteacher

Date:

Chair of governors

Date:

Planning duty 1: Physical Environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Senior leaders are not sure whether the grounds are accessible for visually impaired pupils and those with mobility issues.	Audit of physical environment	SLT and Visual Impairment team	Spring 2023	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Autumn 2023
Short term	Cloakrooms can become unsafe with coats and bags on the floor.	Daily monitoring of cloakroom areas	Class teachers and pupils	Ongoing	Corridors are accessible and movement is not restricted.	Summer 2023
Medium term	Use of classroom fire exit requires adult support for disabled pupils	PEP in place. Advice on suitability of ramp.	HT, SENCO and STT	Summer 2023	Fire exit is accessible to SEND pupils	Autumn 2023
Long term	Interactive whiteboards are not all at accessible heights for pupils	When replacing, ensure accessibility is considered for all pupils.	SLT and Vital	Ongoing	Pupils can use interactive whiteboards in all classrooms (one classroom is limited with space and a table means children cannot reach)	Spring 2024
Long term	Seeing whiteboards and be difficult due to sunlight, especially for those pupils with visual impairment.	Replace blinds with blackout blinds in relevant classrooms	School Business Manager and HT	Ongoing	Pupils can see whiteboards from all parts of the classroom	Spring 2024

Planning duty 2: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	When pupils change classes and support, staff members need to be equipped to support pupils with SEND	Transition meetings provided for staff members. Training for teaching assistants on supporting pupils Training for teachers on differentiating the curriculum	Headteacher/ External advisors/SENCO	Summer 2024 and ongoing	Staff members have the skills to support children with SEND	Spring 2024
	Residential trips need to take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO	Spring 2024 and ongoing	Planning of school trips takes into account pupils with SEND	Summer 2024
Medium term	Pupils with SEND need access to all lessons	Provide tablets, laptops etc and other adjustments to pupils with SEND	Headteacher/ICT Manager/SENCO	Autumn 2023	Pupils with SEND can access lessons	Spring 2024
Long term	Visitors working with classes need to be aware of SEND needs	All visitors need information about needs within a class so that they can plan this. Teachers need to check that learning provided by visitors will be accessible.	Teachers/SENCO	Ongoing	All pupils can access learning provided by visitors.	Summer 2024

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Some parents cannot access school information	Revised copies provided upon request: paper copies, large print, translations, provide letters and reports on coloured paper	Office staff	Ongoing	School is aware of accessibility gaps to its information delivery procedures and addresses these	Summer 2024
	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/Office staff	Ongoing	Written information is fully accessible to children with visual impairments	Summer 2024
Medium term	Pupils with Speech and Language difficulties may struggle to communicate	Staff training: Makaton, visiting other settings. Labelling of environment to support communication through wigit symbols. STT support and resourcing	SENCO, class teachers, STT	Autumn 2023	Improved communication for pupils with S&L difficulties	Spring 2024