

Westacre Infant School Accessibility Plan



Date Approved: 5.12.2022

Review Date: December 2025

Governor: *Mrs J Wright* Chair of Governors

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.

At Westacre Infant School, we provide a caring, nurturing environment, where every child feels happy, safe and valued. We believe each child should enjoy their educational journey and reach their full potential.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

‘Wolverhampton City Council is committed to maintaining and improving the quality of life for people with disabilities and to provide an environment that enables everyone to participate in and contribute to the life of the City’.

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.

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

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 full governing board. It will be approved by the full governing board.

Action Plan

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils including pupils with additional or complex needs</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked termly for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is subject to ongoing reviews to ensure it meets the needs of all the pupils</p>	Three are no current curriculum issues	Continue to embed curriculum and it's expectations	Subject Leads	Ongoing

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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"> • Ramp access to the main entrance of the school and dining room • Safe steps and hand rails access at to playground • Stair lift available to access KS1 from main entrance • Disabled parking bays • Disabled toilets and changing facilities • Book shelves at wheelchair-accessible height 	There are no issues although there are plans to further enhance and further develop the provisions within our Woodland Area	Plan and facilitate new experiences and review access for all pupils	Headteacher School Business Manager	July 2023

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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Dyslexia awareness and resources • PECs to communicate support communication barriers 	<p>Ensure that immediate resources are effective in supporting all pupils with additional needs</p> <p>Writing aid are used to support pupils identified with additional needs</p>	Review and update resources and teaching and learning strategies that meets the needs of all pupils	Headteacher Deputy headteacher SENDCO	Ongoing

Accessibility Audit

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Corridor Access	Lower Corridor and Dining Hall has	Maintain safe access	Site Manger	Daily
Lifts	Stair lift on lower level to access upper level corridor	Service Level Agreement in place	Site Manager School Business Manager	Every 6 months
Parking Bays	1 Parking Bay is available on car park	Ensure these are accessible and clearly identified	Headteacher Site Manager	Daily
Entrances	Ramp to main entrance and rear of school building	Ensure these are accessible and clearly identified	Headteacher Site Manager	Daily
Toilets	Disabled toilet accessible from entrance of school on lower level	Ensure these are accessible and clearly identified	Site Manager	Daily
Reception Area	Reception desk at appropriate height with sliding hatch for effective communication Double doors that automatically open	Ensure these are accessible and clearly identified	Site Manager	Daily
Emergency Escape Routes	Emergency exits clearly identified with signage Fire Evacuation Plane in place	Ensure weekly testing system Ensure Fire Drills are taking place	Site Manager Headteacher	Weekly Termly