

WISBOROUGH GREEN PRIMARY SCHOOL



ACCESSIBILITY POLICY

Reviewed: February 2025
Next review due: February 2028

School Accessibility Policy and Plan

Vision Statement

At Wisborough Green Primary, we think it is essential that ALL children are valued and that they thrive in a safe, secure and stimulating environment. We all respect each other and take responsibility for the care, happiness and safety of ourselves and of others. We celebrate that we are all different but all equally important. We do our best to make sure everyone is feeling happy and act when someone is not. We are all special and unique and deserve to give and receive the very best from our school. 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. School celebrates diversity and our curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively. We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.

Our key aims are:

- Increasing access to the curriculum for pupils with a disability
- Improving and maintaining access to the physical environment for all
- Improve the delivery of written information to pupils
- To provide training, where needed, for all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

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.

Appendix 1: Accessibility Plan

Aim	Current good practice	Objectives	Actions to be taken	Timescale	Responsibility
<p>Increasing access to the curriculum for pupils with a disability</p>	<p>Use of individual intervention plans indicate need. For example, children with visual disability are seated to overcome this and this is noted on their plans. Large print copies of text and copies made on cream paper are available if required by a pupil. Classrooms have visual timetables. Concrete apparatus is used where appropriate to the curriculum.</p>	<p>Short term: Ensure it is embedded that our curriculum is accessible to all children on roll. All lessons are differentiated to address accessibility needs.</p> <p>Medium Term: West Sussex Learning Behaviour Team come to assess our inclusivity.</p> <p>Long Term: School operates a policy which allows us to be proactive rather than reactive when a pupil/ adult with a disability joins us.</p>	<ol style="list-style-type: none"> 1. Identify any children with a disability and adapt planning accordingly, making changes to teaching where necessary. All ILPS and risk assessments detail the adaptations needed. 2. Larger visual timetables needed 3. Whiteboard background colours changed to pastel colours and contrasting colours used via pens to support children with sight and reading difficulties. Learning walks show this is in place. 4. ICT equipment provided to support individuals' learning, e.g., iPads for visual impairment. Learning walks show these are in place. 5. To ensure appropriate resources are in place and are used across the school, including sloping boards and large print texts. 6. Visual timetables in classrooms and now and next cards used to support vulnerable children. 7. Ensure that reasonable adjustments are made so that children can take part fully in school life including trips and school residential. 8. Audit participation in extra-curricular activities and remove any barriers to attendance. 9. Staff Meetings on SEND and good practice are carried out termly. Half termly pupil progress meetings to include accessibility discussions. 10. New staff have SEND training with SENDCo and staff meetings on whole school provision guide happen annually. 11. Signage around the school is clear and have Communication in Print symbols. 12. Training on differentiating PE for pupils with SEND has taken place. 	<p>Termly</p> <p>Summer</p> <p>Daily. Half termly learning walks</p> <p>Daily. learning walks</p> <p>Daily. SEND audit</p> <p>Daily. SEND audit</p> <p>Daily. SEND audit twice a year</p> <p>SEND audit twice a year</p> <p>Termly SEND staff meetings</p> <p>As required</p> <p>Audited annually</p> <p>July 2028</p>	<p>SENDCo and class teachers</p> <p>Head, Leader of Learning, SENDCo</p> <p>Head, Leader of Learning, SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>All staff</p>

Improving and maintaining access to the physical environment for all	We have a disabled parking space. School is on one level and we have ramp access to school. We have disabled WC facilities. Most internal clear door widths would fit wheelchair use. Widths of corridors / circulation spaces are accessible for all. Most doors open at more than a 90-degree angle, meaning that people with wheelchairs have access to most of our School. We ask parents about their child's requirements on entry.	Short-term - An audit of all classrooms made to ensure they stay clean and clutter free Medium Term - ensure that school has a maintenance programme for all the features listed. Long Term: School operates a policy which allows us to be proactive rather than reactive when a pupil/adult with a disability joins us. School's outdoor areas are more assessable for all students.	<ol style="list-style-type: none"> 1. Review classrooms annually for suitability of cohort. 2. Create a welcome pack for staff, parents and pupils that includes a questionnaire on access needs and disability. 3. Include accessibility considerations as a part of our Mobility Learning Strategy. 4. Plan for access and provide risk assessments, emergency evacuation plans preferably before pupils, visitors or staff arrive. 5. Budget for works to the Early Years' outside area and Forest School to make it more accessible. 6. Explore the possibility of a hearing loop and other forms of communication. 7. Review school signage to ensure it is clear for visitors. 8. Classroom location adjusted for any staff or children with mobility/disability issues. 9. Check if any children have a visual impairment resulting in yellow paint being needed on steps and other edges. 10. Check exterior lighting is working on a regular basis 11. Health and Safety checks/audits show that the building remains accessible and safe for all. 12. Access to the Reception and Year 1 outdoor area has a ramp to allow further access. Concreting the path to Forest School is planned. A hearing loop for the school hall is budgeted for and bought. 	<p>Annually Annually</p> <p>Annually</p> <p>Annually</p> <p>As needed</p> <p>As needed</p> <p>Annually</p> <p>As needed</p> <p>As needed</p> <p>Weekly walks Weekly walks</p> <p>By 2028</p>	<p>SLT SLT</p> <p>SLT</p> <p>SLT</p> <p>SBM</p> <p>SBM</p> <p>SENDCo</p> <p>SLT</p> <p>SENDCo</p> <p>Premises Manager</p> <p>SBM</p>
Improve the delivery of written information	Our school uses a range of communication methods to ensure information is accessible for pupils. This includes: Internal signage Large print resources Pictorial or symbolic representations	Short Term - Ensure written information remains accessible for all pupils, taking into consideration individual needs. Medium Term - investigate examples of best practice delivered in class and by members of staff,	<ol style="list-style-type: none"> 1. School needs to focus on the written information provided to pupils to ensure it is in 'simple' English. 2. Questionnaires for parents and pupils will ensure that we understand and know all of our stakeholders better and understand what they need to help communication. 3. Creation of resource and style of font / presentation / considerations for classrooms and individuals guide. This will then be shared with all staff and training given. 	<p>Termly SEN Audit Yearly</p> <p>By 2028</p>	<p>SENDCo</p> <p>SENDCo</p> <p>LBAT</p> <p>SENDCo</p>

	<p>School currently provides material for each pupil dependent upon their individual need. School has a subscription to Nessy, an intervention programme to support pupils who have dyslexia or dyslexic tendencies. Additionally, each classroom has Clicker 8 installed. SENCo has the ability to carry out a Dyslexia Screener.</p>	<p>to then roll out to the rest of the school. Long term- Maintain a culture of being aware of new and individualised approaches to support pupils.</p>	<ol style="list-style-type: none"> 4. Plan for a yearly update on known disabilities and SEND in our school and a training programme of how to support them. 5. School to develop their dyslexia offer by applying and achieving their Dyslexia Mark. 	<p>Yearly 2025</p>	<p>SENCo All Staff</p>
<p>To provide training, where needed, to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.</p>	<p>SENCo has run training for Teaching Assistants and Teachers on different needs in the past. SENCo has asked experts (such as LBAT) to provide training. Current Teacher and TA meetings are planned but also changed to be reactive to current need.</p>	<p>Short term- Training needs are identified for staff and yearly priorities are identified. Medium term- Schools differentiation and support in lessons reflect the Ordinarily Available Provision booklet. Long Term- To have a rolling programme of training for all staff, which is flexible and reactive to the needs of the pupils.</p>	<ol style="list-style-type: none"> 1. Provide opportunities for staff to work with SENCo and external agencies to provide support for pupils with disabilities. 2. SENCo to recommend external agencies that can provide accurate advice. 3. Staff updates on SEND Code of Practice covered annually. 4. Further training on the wider curriculum assessment, differentiation and support for children that have SEND. 5. A programme of rolling CPD for staff is in place. It is reactive but also covers main SEND needs in the school. 	<p>Annually as needed. As needed Annually Annually Annually</p>	<p>SENCo SENCo SENCo SENCo SENCo</p>