



Accessibility Plan

Date written - October 2017

Date to be reviewed - October 2020

At Wales Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child makes progress, attains highly and achieves their full potential. Everyone in our school is important and everyone is included. We promote an ethos of equality, care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no one is invisible, recognising everyone's uniqueness, individuality and celebrate their successes. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

1. He or she has a physical or mental impairment, and
2. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

This Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.



Objectives

Wales Primary School is committed to providing an environment that enables full curriculum access which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Wales Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe

The Wales Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:



- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.



A site survey and access audit was carried out by the HT, SBM and Local Authority representative in October 2017. A number of recommendations were made as follows:

Issue	Item	Activity	Timescale	Cost
1.	External Steps	<ul style="list-style-type: none"> • Mark steps with yellow highlighting paint in the following areas: 1. Hall Building 2. Steps to House building 3. Steps to modular Y1 building 	October 2017	£100 for paint
2.	Steps into the swimming pool	<ul style="list-style-type: none"> • Edges marked in yellow and defined 	October 2017	£200
3.	Stairs in KS2	<ul style="list-style-type: none"> • Lights to be replaced in KS2 building 	January 2018	£TBC with LA
4.	Wheelchair access to Infant building	<ul style="list-style-type: none"> • Access to navigate stairs 	2017/2018	Options and prices to be sourced
5.	Drainage grates on playground	<ul style="list-style-type: none"> • Yellow markings around drainage grates where there is a drop in level 	October 2017	£100
6.	Fire Exits	<ul style="list-style-type: none"> • Signage to be updated on all fire exit doors 	October 2017	£200
7.	Drainage grates next to Infant building	<ul style="list-style-type: none"> • Drainage grates surrounding Infant building to be covered 	October 2017	£100

Action Plan A – Improving Physical Access

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Ref	Question	Recommendations / Actions	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Corridors	Keep corridors clear from obstructions and well maintained	Immediate	High	None	Ongoing	AB
2	Wheelchair access to Infant Building	Enable wheelchair users to access Infant building independently	Ongoing quotes sought	Medium	£TBC		AB JH
3	Disabled parking	A space to be provided and marked	immediate	medium	Quotes for marking		LM

Action Plan B – Improving Curriculum Access

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisors and SEN advisors, and of appropriate health professionals from the local NHS Trusts.

Ref	Question	Recommendations / Actions	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Differentiation and inclusion in Teaching	SLT, alongside Governors, SENDCo and SEND specialist to monitor quality of differentiation and provision for SEND pupils.	November 2017	High	SLT release costs	November 2017	AB CL
2	Interventions	<ul style="list-style-type: none"> • SENDCo to audit current interventions and their success/impact on progress • Provision mapping to be used across all year groups • Class Progress Action Plans created, compiled and evaluated • LSS involvement to support SEND children and staff 	Ongoing in year Checked every half term	High	Resourcing costs for interventions in identified areas to develop	Ongoing throughout year	AB AMcD CL KA

3	Classrooms are organised to promote the participation and independence of all pupils	<ul style="list-style-type: none"> • Monitor promotion and use of resources independently • Planning monitoring to check differentiation, support and promotion of independence • Classroom layout accessible for all 	Ongoing throughout the year	High	Possible resource implications where gaps are identified		AB AMcD
4	Staff training in supporting pupils with SEND – focus on key areas of need within the school	SENDCO, LSS and SEND specialist to deliver training identifying gaps in knowledge, support strategies and developing practice	Spring and Summer Term 2018	High	LSS service level agreement cost SEND specialist cost		CL

Action Plan C – Improving the Delivery of Written Information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats and languages	Ongoing	Low	TBC		AB
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing	Low	Not applicable		AB