

Accessibility Policy and Plan

Reviewed November 2021



The Stour Academy Trust

This Accessibility Plan is compliant with current legislation and requirements as specified in The Special Educational Needs and Disability Regulation, 2014, the Disability Discrimination Act and the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

It should be read in conjunction with the following policies, strategies and documents of the school:

Teaching and Learning Policy

Complaints Policy

Equal Opportunities Policy

Charging and Remissions Policy

Health & Safety Policy

Homework Policy

School Behaviour and Anti-Bullying Policy

Well Being and Involvement Policy

SEND Policy

Premises Management: Security and Procedures

Water Meadows Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with its stakeholders and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.

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 LA will monitor the school's activity under the Equality Act 2010 (an in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Water Meadows Primary School is committed to providing a fully accessible environment, 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Currently the school does not have any pupils, staff or parents with disabilities requiring additional access.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to it. We will take relevant actions to:



- Improve 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.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the pupils without a disability. This covers teaching, learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks, and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.



| STRATEGY | EXPECTED OUTCOME | TIMEFRAME | IMPACT |
|---|---|---|--|
| Fully implement small steps assessments for pupils that make slower than expected progress | Teachers deliver a small steps curriculum for identified pupils | Monitored 3 x year by SENCo | Progress is illustrated by the small steps assessments. |
| Review the needs of children with specific issues, provide relevant training. Provide training where needed. | All staff have a clear understanding of strategies to improve children's access to the curriculum | termly | Monitoring indicates that barriers to learning are being addressed. |
| Review all out of school provision to ensure compliance with legislation on a regular basis | All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. | 2 x annually | Extra-curricular activities are accessible to all children. |
| Introduce flexible seating for all students. Review layout of all furniture and equipment to support the learning process in individual classes. Promote use of visuals in individual classes | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning. Students are able to learn in a style that best suits their individual needs. | Termly | Classrooms are optimally organised to promote the participation and independence of all pupil. Children have access to a range of seating options. |
| Review whole class Provision maps and personal plans | Provision maps and targets are relevant, up to date and form a key part of the planning process for all pupils | 3 x year for pupils with personal plans Termly for whole class provision plans | Pupils on the SEN register have provision; either on the whole class provision map or on personal plans |
| Review TA deployment so that it is matched to the needs of the students. | Adult support is appropriately delegated according to the needs of individual classes/children | July – in preparation for the next academic year. | TA skills audit matches with TA allocations across the school. |



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| Undertake a MCS audit for all staff. Review SEN action plan to incorporate identified training needs (completed) | All class teachers are meeting the Mainstream Core Standards | 3 x year monitoring | Classroom provision reflects the Mainstream Core Standards for all learners |
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IMPROVING THE PHYSICAL ACCESS

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| Approach to entrance | The school can be entered without using any steps. The doorway and school gates are wide enough to facilitate wheelchair access. |
| Car Parking and Deliveries | There are two disabled parking bays. |
| Internal mobility | Old build: There are not any stairwells; it is on a single level. The thresholds are all level with the ground allowing wheelchair entry to all classrooms (through the external fire doors). Doorways are of a sufficient width to allow wheelchair access. New build: Fully DDA compliant |
| Outside areas | The external doorways (fire doors) in classrooms are wide enough for wheelchair access. |
| Disabled toilets | The sports hall, which is a separate building, is fully accessible to wheelchair users and has a disabled toilet. |

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

| STRATEGY | EXPECTED OUTCOME | TIMEFRAME | IMPACT |
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| Review all current school publications and promote the availability in different formats for those that require it. | The school will be able to provide written information in different formats when required for individual purposes. School information published on the school website is updated regularly. | Ongoing | Availability of written material in alternative formats. |
| The school will use translations | The school will be able to provide written information in alternative languages when | ongoing | Availability of written material in |



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| approved by the LA for key information for EAL families | required for individual purposes | | different languages |
| Undertake parent survey | School is more aware of the opinions of parents and acts on this. | Annually | Parent feedback is positive |
| Implement on-line communication system | WEDUC is implemented | On-going daily | Information is available in a timely fashion for all parents. |

