

# Accessibility Policy and Plan

Reviewed February 2023



**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.



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.



## IMPROVING THE CURRICULUM ACCESS

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 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 Ongoing throughout the term 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.



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
Introduce Makaton as a way of communicating with children –	EYFS and Y1 staff trained in basic Makaton and introduce Makaton throughout the school community.	2 x year monitoring	Children, parents and staff will be using Makaton signs to help communicate.
Further develop inclusion resources in the classroom including inclusion trollies, iPads and further technology to support learning	All children to have access and use the resources effectively and staff know how to best support their needs	termly	Children will be making good progress whatever their starting point.

### IMPROVING THE PHYSICAL ACCESS

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, is fully accessible to wheelchair users and has a disabled toilet. There is a full accessible toilet in the new school block which is suitable for wheelchair users.

### IMPROVING THE DELIVERY OF WRITTEN INFORMATION

STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT
Review all current school publications	The school will be able to provide written information in	Ongoing	Availability of written material in



and promote the availability in different formats for those that require it.	different formats when required for individual purposes. School information published on the school website is updated regularly.		alternative formats.
The school will use translations approved by the LA for key information for EAL families	The school will be able to provide written information in alternative languages when required for individual purposes	ongoing	Availability of written material in 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.

