



**West Kidlington**  
Primary & Nursery School

"Making our best  
even better"

# **Accessibility Plan**

## ***Part One***

This policy was updated in May 2017.

This Accessibility Plan is compliant with current legislation and requirements as specified in Equality Act 2010: schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.

West Kidlington Primary school is committed in its duty under this legislation to:

- Increase the extent to which disabled pupils can participate in the school's **curriculum**
- Improve the **physical environment** of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improve the delivery to disabled pupils of **information** which is readily accessible to pupils who are not disabled.

### **Definition of disability**

The Equalities Act 2012 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' The Equality and Human Rights Commission stresses that there is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect. Physical impairment includes: arthritis, hearing or sight impairment, diabetes, asthma, epilepsy, HIV, cancer, multiple sclerosis, severe disfigurement, people registered as blind or partially sighted. Mental impairment includes conditions such as dyslexia, autism and learning disabilities such as Down's Syndrome and mental health conditions such as depression and schizophrenia.

The disability provision in the Act include a duty for schools to make **reasonable adjustments** for disabled people. In summary this means:

- Where something a school does places a disabled pupils at disadvantage compared to other pupils then a school must take reasonable steps to try and avoid this disadvantage.
- Schools are expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

### **Aims**

Our principal aim is to ensure that all pupils are fully involved in all aspects of school life. As a school we aim to embed accessibility into everything we do: in school improvement, in curriculum development, in improving and maintaining the physical environment, in professional development and in all planning processes. It is the responsibility of every member of staff to remove barriers to learning for disabled pupils. The Accessibility Plan complements and supports the school's Equality Objectives.

### **Adaptations already in place:**

#### Curriculum Access

Every attempt is made to ensure that pupils with disabilities participate fully in all aspects of school life, including all trips and residential visits. Risk assessments detail the additional staffing and resources required.

Access arrangements are made for Key Stage 2 SATs including extra time, amanuensis and readers. P scales are used when appropriate to measure the progress and achievement of specific pupils and to set them challenging, attainable targets.

Liaison with external services and agencies provides support in meeting individual children's needs with high expectations for their learning and achievement.

Extra-curricular activities are accessible to all.

Children are supported by TAs with appropriate skills and training.

### Physical Access

The main school building is fully accessible to pupils, parents and carers with physical disabilities and to wheelchair users.

A disabled parking space is available in the school car park.

Disabled toilet facilities are available in the school's main building. Adjustments have been made for individual pupils.

Liaison with relevant outside agencies ensures that all necessary changes in the classroom and wider school environment are made to accommodate individual pupils.

Any future development of the school will take full consideration of the accessibility needs of pupils, parents and carers.

### Information Access

Visual timetables are used in the majority of classrooms.

TAs use visual resources to support children with specific learning difficulties in order to engage them in learning.

Interactive whiteboard background colour is changed from white in all classrooms where appropriate to support children with visual dyslexia. Some pupils are also provided with individual copies of information given on the IWB should visual tracking be an issue.

All children in Key Stage 1 have reading diaries which provide home school communication. Home-school books are used for some older pupils to enhance communication with parents.

There is an open door policy within the school.

Teachers are always happy to chat with parents after school or arrange meetings at a mutually convenient time.

The weekly school newsletter is e-mailed to every family in the school. Paper copies are available from the school office.

The school website is updated regularly and notifies parents about forthcoming events.

The school has its own Facebook page.

### **Responsibility**

Responsibility for the Accessibility Plan lies with the governing body and the Principal.

## **Review**

The accessibility plan is reviewed every 3 years. This plan will be implemented over the next 3 years. It will be kept under review and any necessary revisions made to it. This includes anticipating well in advance the needs that disabled people might require and the adjustments that might need to be made for them. The Accessibility Plan will be reported on annually.

The Plan will be available on the school website. Alternatively, copies can be requested from the school office.

