

# WORTHINGTON PRIMARY SCHOOL

## Accessibility Plan

Document version	Date of Release	Changes Made
1.0	January 2013	Initial draft
2.0	December 2013	Following comments from FGB and changes with the new classroom
2.1	June 2017	Reviewed – no changes made
2.2	June 2019	Reviewed – no changes made
2.3	November 2022	Reviewed – Minor changes made
2.4	November 2023	Reviewed – Minor changes made
2.5	November 2025	Reviewed
2.6	May 2026	Reviewed

## Schools' Planning Duty

Schools' Planning Duty under the Equality Act 2010, schools should have an Accessibility Plan. 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:

- (a) he, she or they have a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his, her or their ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. At Worthington Primary School, the plan be monitored by the Headteacher and evaluated by the Governing Body.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Worthington Primary school are dedicated to ensure that our environment and full curriculum values includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.

Worthington Primary School's 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 possible and practical.

## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

In 2005 the DDA brought in a duty on all public authorities to promote disability equality, this includes schools and local authorities.

At Worthington Primary School we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination;

- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

## **Key Objective**

To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

## **Our Aims**

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery of information to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

## **Action Plan**

The future planned action work will be overseen and co-ordinated by the governors' curriculum sub-committee and by the Head Teacher.

Evaluation of the progress of the plan will be made by the governing body through an annual report by the curriculum sub-committee.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Worthington Primary School.

## AUDIT OF CURRENT PROVISION & ACTION REQUIRED

### 1. Curriculum Access

Statement	Evidence	Action Required/ <i>When?</i>
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	INSET records for individual and whole school training; CPD file.  SSR forms & External Agency written reports and advice.	Regular SEN Staff Meetings updating advice re knowledge of learning styles. <i>Termly.</i>  On-going CPD for staff  On-going CPD for SENCO
Pupils with emotional, social and behavioural difficulties are supported in school.	All staff have been trained in Zones of Regulation. This programme is being used throughout the school.	All staff had training.
Classrooms are optimally organised for disabled pupils	Classroom space is large and staff consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment.	Consider Year Group classroom changes to best meet the needs of disabled pupils.  <i>As need arises</i>
Lessons provide opportunities	Lesson observation	Continue to

for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TAs. Buddying systems are in place with KS2 classes supporting reading in KS1.	records. Lesson Plans IEPs	implement personalised learning when appropriate.  <i>Continuous</i>
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion: extra-curricular clubs, church visits, concerts, performances etc.	<i>Continuous</i>
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.	All staff aware of needs & detailed in planning/IEPs/child passports  CPD on dyslexia friendly classes.  Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.  Laptops used by dyslexic children.	SENCo to Co-ordinate and monitor in class.  Additional support and equipment are implemented in to child's school life
School visits are accessible to all pupils, regardless of attainment or impairment.	ALL risk assessments include info re. Disabled pupils. H&S policy	<i>Continuous</i>
All staff have high expectations for all pupils	Lesson Observations, tracking & target setting in place. Positive reinforcement in class.	<i>Continuous</i>
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, IEP Reviews, Daily staff conversations, staff meetings, support from outside agencies and training.	Continuing CPD

## AUDIT OF CURRENT PROVISION & ACTION REQUIRED

### 1. Physical Access

Statement	Evidence	Action Required/ <i>When?</i>
The layout of areas such as the classrooms, hall, library, dining hall, reception, playground & field allows access for all pupils. Pupils who use wheelchairs can move freely around parts of the school. There are barriers to access caused by doorways and steps for class 1 and 3.	There is a main doorway wide enough to accommodate a wheelchair. There is access to one classroom with a wheelchair. There are ramps leading into school's main entrance, side entrance and exit onto KS2 playground.	
Disabled Toilet facilities have sufficient room to accommodate a changing mat & toileting chair.	Main toilet is accessible to most.	As required and when the opportunity arises
School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	Most of the school is decorated with these children in mind. Displays contain enough information without causing children distress.	When the rest of the school is redecorated, colour themes that support visual impairment, will be used.
All areas are well lit	Audited by H&S	
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff seat hearing impaired pupils appropriately.  All classes are fully carpeted in the main work/teaching area.	Hearing loop to be installed <i>as and when necessary</i> .
Furniture and equipment selected, adjusted and located appropriately, e.g low level sinks, provision of wheelchair with adjustable height, tray tables fitted to wheelchair, stand, writing slope, wedge support etc	Appropriate furniture/accessories on loan from Occupational Therapy as appropriate.	

## AUDIT OF CURRENT PROVISION & ACTION REQUIRED

### 1. Access to Information

Statement	Evidence	Action Required / When?
<p>Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g, positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties.</p>	<p>External advice given by specialists.</p> <p>Lesson observations.</p> <p>Use of technology in lessons to aid visual or hearing impairment.</p>	<p>Staff Meetings to discuss <i>when needs arise</i> and <i>on-going CPD</i></p> <p>Meetings with the vision team.</p>
<p>The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils, parents/carers who may have difficulty with the standard printed format.</p>	<p>Books and other equipment used/bought to aid visual impairment.</p> <p>New blinds put in to address the glare off the board</p> <p>Support given to parents at home with online resources.</p>	<p><i>As appropriate as and when requested.</i></p>
<p>The school ensures that both in lessons and parents' meetings, information is presented in a user- friendly way, e.g, by reading aloud, using overhead projectors/PowerPoint presentations etc</p>	<p>All staff read aloud &amp; for parents who cannot read, information can be read to them.</p> <p>Separate report can be requested to be sent if a parent does not live at same address</p> <p>PowerPoint Presentations used at workshops and parents' meetings.</p> <p>Website updated regularly and monthly newsletter sent to all parents via WeDuc and a physical copy.</p>	

The school also works closely with specialist services including:

**Local Authority Provision delivered in school**

- Educational Psychology Service
- Sensory support for children with visual or hearing needs
- SALT (Speech and Language Therapy)
- LAC (Looked After Children)
- School Nurse
- Autism Outreach Team (AOT)

The school's governors, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- Hearing impairment
- Physical disability
- Visual impairment
- Specific medical conditions including asthma, eczema, diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SALT)

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

**Review and Implementation**

The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed three yearly by all relevant parties.

**Reviewed and re-written:**

May 2026 - Mrs Pratisha Mistry (SENCo)