

Western Primary School

Accessibility Plan 2025

Review Date: August 2025

School Disability & Accessibility

It's against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- direct discrimination, for example refusing admission to a student or excluding them because of disability
- indirect discrimination, for example only providing application forms in one format that may not be accessible to everyone
- discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- harassment, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- victimisation, for example suspending a disabled student because they've complained about harassment

Reasonable Adjustments

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment).

A person has a disability if 'a child has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.' (Equality Act 2010)

This plan has been set out in accordance with advice outlined in the DfES's 'Accessible Schools: Planning to increase access to schools for disabled pupils'. It sets out the proposals of Western Primary School to increase access to education for children who have a disability in three areas:

- Increasing the extent to which children who have a disability can participate in the whole school curriculum.
- Improving the environment of the school to increase the extent to which children who have a disability can take advantage of education and associated services.
- Ensure that the communication system within the school is accessible for all.

At Western Primary School, we pride ourselves on being as fully inclusive as we can possibly be. We want all children to enjoy school; to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of all our pupils' varied life experiences, cultural differences, medical conditions, health and learning needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

The action plan is to cover pupils, staff, parents, carers, visitors, professionals and users of the school.

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of children who have a disability, staff, governors and parents, carers	Create access plans for children who have a disability as part of their individual plans where necessary. Plan disability access arrangements with visitors are coming to setting.	As required	SENDSCO, Teachers and Support Staff, Headteacher, Site Staff and Leadership Team.	All plans in place for children who have a disability, and all staff are aware of pupils' needs as they emerge.
Ensure the school staff & governors are aware of any access issues	Ensure staff and governors can access areas of school. Ensure children are aware of access arrangements. Annual reminder to parents, carers to let us know if they have problems with access to areas of school.	Complete Autumn term 2025 Ongoing process	Headteacher & Health & Safety Governor, Leadership Team	All staff & governors are confident that their needs are met Continuously monitored to ensure any new needs arising are met. Parents/visitors have full access to all areas of school.
Ensure everyone has access to reception area	Ensure that nothing is preventing wheelchair access. Check the outer door is wide enough for a wheelchair Provision of appropriate seating available upon request	Daily / Ongoing checks to ensure the area is clear of obstructions Autumn 2025 Seating in place 2025	Site Supervisor / Health & Safety Committee/ HT	Visitors who have a disability feel welcome. Visitors can sit down if waiting for reception.
Maintain safe access for visually impaired people	Check condition of yellow paint on step edges regularly Check exterior lighting is working on a regular basis	Ongoing checks September 2025	Site Supervisor / Health & Safety Committee Site Supervisor	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year.

				Light to be fitted near front door.
--	--	--	--	-------------------------------------

Ensure all pupils, staff and visitors who have a disability can be safely evacuated	Ensure there are personal emergency evacuation plans in place where necessary. Ensure all staff are aware of their responsibilities in evacuation by being aware of personal plans. Ensure that all pupils who use wheelchairs are educated in the downstairs classrooms.	Autumn 2025 Ongoing Autumn Term 2025	SENCO/ Teachers / Site Staff, Headteacher Headteacher to remind staff SENCO/Headteacher to remind staff to use a more appropriate classroom if this situation arises	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled pupils and visitors can be evacuated quickly and easily.
Provide hearing loops or appropriate equipment in classrooms to support pupils with a hearing impairment if necessary	Take advice from local authority on appropriate equipment if this becomes necessary	As required	Headteacher / SENCO	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability All staff aware of fire evacuation procedures and ensure all staff are appropriately trained	Ensure staff are aware of need to keep fire exits clear. Clear fire evacuation procedures and ensure all staff are appropriately trained	Daily Autumn 2025	All staff/Headteacher Headteacher / Teachers	All pupils and visitor who have disabilities have safe independent exits from school All aware of evacuation procedures

Access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings when necessary	Ongoing	SENCO / Headteacher / Teachers / Teacher Assistants	Raised confidence of support staff
Ensure classroom support staff have specific training on disability issues	Share information with all agencies involved with each child	Autumn 2025 Ongoing	SENCO / Headteacher / Teachers / Teacher Assistants	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils with all medical and health needs	Ensure venues and means of transport are vetted for suitability. Guidance on making trips accessible by professionals and venues	Ongoing	EVC / SENCO/ Teachers/ Headteacher	All pupils are able to access all school trips and take part in a range of activities
PE curriculum / PE is accessible to all pupils	The PE curriculum regularly reviewed to include access for children with a disability when necessary	Autumn 2025 Ongoing	SENCO / Headteacher / Teachers / Curriculum Lead	All pupils have access to PE and are able to excel. Child's Teaching Assistants will be there all the time
All curriculum areas and planning to include disability issues	The curriculum regularly reviewed to include access for children with a disability when necessary	Autumn 2025 Ongoing	SENCO / Headteacher / Teachers / Curriculum Lead	Activities which are provided will be in a way which all inclusion for learning for all pupils.
Ensure children with a disability can take part equally in lunchtime and after school activities	Support would have to be available for children when needed	Autumn 2025 Ongoing	SENCO	Children with a disability feel able to participate equally in out of school activities.
Ensure ICT is appropriate for children who have disabilities	Review the accessibility of ICT in the classrooms regularly and report any issues	Autumn 2025 Ongoing	SENCO / Headteacher / Teachers / Curriculum Lead	Ensure adequate availability for I pads & WiFi equipment

Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Information, signs, letters, messages – can be available in other language upon request to staff.	Encourage communication in dual language upon request to school.	Ongoing	Headteacher / SENCO / Teachers	ALL people feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings.	Ask parents about preferred formats for accessing information e.g. braille, other languages if necessary.	Annually	SENCO / Headteacher / Teachers	Staff more aware of preferred methods of communication, and parents feel included.
Translation aids to be used during meetings.	Translation aids used for all information when needed and requested.	Autumn 2025 Ongoing	SENCO/Headteacher/ Teachers	School website will become accessible to all

Monitoring

Consistency of implementation and impact will be monitored through:

- Governing Body of the Western Primary School
- Monitoring of any visitor related incidents by the Headteacher.
- SENCO and Teachers to share responsibility for communicating incidents and concerns to ensure accessibility for all.

Review Date: August 2025

Review Next : August 2026

Reviewed by

SENCO / Assistant Principle – Mrs S Taylor