



## Weeke Primary School

# School Accessibility Plan

**Date agreed:** May 2025

**Review date:** May 2028

### Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The aim of the school is to ensure that the needs of each child are met to the best of our ability and that each child achieves highly, according to their ability. All children should have access to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs. Our goal is to remove barriers to learning and participation.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

### Legislation and guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) Guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Weeke Primary School offers a differentiated curriculum for all pupils.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>• Curriculum resources include examples of people with disabilities.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>• Targets are set effectively and regularly monitored for pupils with additional needs.</li> <li>• We take a Child Centered Approach to identifying targets and ensuring access to the curriculum.</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils.</li> </ul>	<p>To liaise with pre-school providers and parents to prepare for the new intake of children into EYFS, and other new arrivals to the school.</p>	<p>Continue our robust transition meetings and liaison for pupils who may need adapted or additional provision.</p>	<p>Inclusion Leader and EYFS Leader of Learning</p>	<p>July annually</p>	<p>Appropriate provision is in place for children as they start school so they can access the curriculum as fully as possible.</p>
		<p>To liaise with secondary school providers and parents to ensure they are able to support pupils with a disability and understand how to meet their needs.</p>	<p>Continue our robust transition meetings and liaison for pupils who may need adapted or additional provision.</p>	<p>Inclusion Leader and Y6 teachers</p>	<p>July annually</p>	<p>Appropriate secondary school provision is agreed for children so they can access the curriculum as fully as possible.</p>
		<p>To establish and maintain close liaison with outside agencies for pupils with additional needs.</p>	<p>Continue our close working relationships with other agencies.</p>	<p>Inclusion Leader</p>	<p>Ongoing</p>	<p>All staff implement advice from outside agencies for pupils with additional needs.</p>
		<p>To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential</p>	<p>Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency</p>	<p>DHT/ Inclusion Leader</p>	<p>Ongoing</p>	<p>Evidence that appropriate considerations and reasonable adjustments have been made to enable children to as fully as</p>

		visits as well as extracurricular provision and outdoor learning provision.	evacuation procedures, are clear and that staff are capable of carrying them out. Liaise with parents and settings prior to residential visits to ensure settings can accommodate pupils with a disability and that appropriate reasonable adjustments are made.			possible access the full school curriculum.
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>The environment is adapted to the needs of pupils as required. For example this may include: ramps, corridor width, disabled parking bays, disabled toilets and changing facilities, Library shelves and school reception desk at wheelchair-accessible height, moving cohorts to a downstairs classroom to avoid children having to use stairs.</li> <li>Personal Emergency Evacuation Plans (PEEP) are put in place as required and reviewed regularly.</li> </ul>	Improve the physical school environment.	The school will take account of the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises e.g. improved access, lighting, colour schemes, clear signage, more accessible fittings and facilities, including outdoor learning facilities.	SBM/ Inclusion Leader	Ongoing	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
		Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	SBM/DHT/Inclusion Leader	Ongoing	As full as possible inclusion for all pupils. Safe evacuation in an emergency.
Improve the delivery of information	<ul style="list-style-type: none"> <li>Weeke Primary School is a communication friendly environment, using widget pictures to reduce</li> </ul>	Ensure that reasonable adjustments are made for children,	Adopt a proactive approach to identifying the access requirements of children and their families, make	Inclusion Leader	Ongoing	Evidence that appropriate considerations and reasonable

to pupils with a disability	<p>or remove barriers to communication.</p> <ul style="list-style-type: none"> <li>Our school uses a range of communication methods to ensure information is accessible. This includes: large print resources, use of technology and pictorial or symbolic representations.</li> </ul>	<p>and their families, with a disability, medical condition or other access needs so they can fully engage in learning and school activities.</p>	<p>reasonable adjustments where possible.</p>			<p>adjustments have been made.</p>
		<p>Regularly provide training to staff on how to use additional methods of communication with pupils with a disability, medical condition or other access needs.</p>	<p>Staff Meeting time/INSET for staff training (including new staff induction).</p>	<p>Inclusion Leader</p>	<p>Within first term at Weeke Primary School. Annually for all staff.</p>	<p>Learning environments (classrooms, Yurt and outdoor) and curriculum demonstrates the use of Communication Friendly resources.</p>

### Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by Full Governing Body.

### Links with other Policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- Equality Information and Objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2			
Corridor access	Minimum of 2m wide throughout school			
Lifts	N/A			
Parking bays	1 disabled bay	Review annually and confirm if still sufficient	Inclusion Leader	
Entrances	Main entrance is accessible, leading to all ground floor areas without the need of a ramp			
Ramps	0	Ensure the Local Authority is aware of any pupil who has an accessibility need that is due to start at the school.	Inclusion Leader	
Toilets	Adult and child toilets accessible on ground floor			
Emergency escape routes	Main building – 21 Yurt – 2 emergency escape routes. Evacuation procedures and muster points are the same as the main building.			