

# Waterloo Primary School



## Accessibility Report

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## 1. 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. Please read this Accessibility Plan in conjunction with the Single Equalities Policy.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan. (State who they are – January 2020)

## 2. 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.



### 3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.  Personalised and bespoke curriculum available for pupils with an EHCP or undergoing assessment.	To include examples of people with disabilities in curriculum resources.	To work with subject leaders to ensure the curriculum resources contain some examples to reflect disability.	SENCo	Sept 2020	Evidence in long term and medium term plans and observed in lessons and book scrutinies as well as pupil interviews
	Additional resources are available for pupils who require support to access the curriculum.  Curriculum progress is tracked for all pupils, including those with a disability.  Targets are set effectively and are appropriate for pupils with additional needs.	The curriculum is under review to meet the needs of pupils with disability – in place for September 2020	Subject leads to review current curriculum and rewrite to ensure its accessibility to all learners. Update the curriculum intent statement, policies and procedures.	As above	Sept 2020	New curriculum is in place in September 2020. Evidence of needs being met through termly data analysis, lesson observations, book scrutinies and pupil interviews
	Children are assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc, is applied for as needed to support	To gain ASD friendly schools status	To receive training as a whole staff. To provide time for a research project to take place in school by a	SENCo and SLT	2022	ASD Friendly School Status awarded

	<p>the needs of individuals during statutory end of KS2 assessments.</p>	<p>To provide appropriate support for pupils with Social, Emotional and Mental Health difficulties</p> <p>To ensure that pupils with identified difficulties with recording have access to alternative methods of recording, such as Laptops and/or speech to text equipment</p>	<p>member of staff to implement strategies TAs trained as ELSA's (Emotional Literacy Support Assistants) Infrastructure in place for implementation of ELSA support</p> <p>Appropriate hardware purchased and allocated based on needs and incorporated as necessary as regular classroom practice</p>	<p>SENCo and Deputy Head Teacher</p> <p>SENCo and Class Teachers</p>	<p>Sept 2020</p> <p>2020</p>	<p>Decrease in CPOMS logs in relation to negative behaviour/incidents and increase in pupil engagement and well-being</p> <p>Wider use of specific SEN resources</p> <p>Barriers to learning in relation to recording will be reduced or removed, enabling children to achieve their full potential</p>
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Improve and maintain access to the physical environment	Improve entrance to school to have 1 accessible gate for parents and children using the site.	Meet with Sefton to discuss front of school & options available – including whether Sefton can meet costs	Site Manager	January 2020		Accessibility improved externally
				Summer 2022 in place		
	Renovate the front of the school– install ramp at hall door entrance to make school accessible for parents and other community users (£6k)	As above	Site Manager to work with Sefton to ensure that this is in place	Summer 2020		
	To put in place 2 stair lifts to make classrooms accessible for all users.	As above		Summer 2022		Accessibility improved within school
	To put additional toilet accessible toilet upstairs hall side of school			Summer 2023		
	To add an accessible workstation in the ICT suite			April 2020		
	Review access to play areas to reflect needs of children and formulate a plan			Summer		
Maintain and replace as necessary, external lighting to improve visibility – particularly in the winter months						

	<p>To put in place wireless operated door hands into ASD Resource Bases with failsafe into fire alarm.</p> <p>To lower ceilings in our ASD Resource Base provision</p> <p>On a rolling programme – lower classroom ceilings to support our hearing impaired children and children experiencing sensory processing difficulties.</p>	<p>Meet with LA for costings</p> <p>As above</p> <p>As above -</p>	<p>As above</p>	<p>If funding allows – Summer 2020</p> <p>Ongoing – funding dependent</p>		
<p>Improve the delivery of information to pupils with a disability</p>	<p>All doors to be consistently named with visual aids (laminated).</p>	<p>Office Manager</p>	<p>Report to Resources/ H &amp; S Committee</p> <p>Summer 2020</p>		<p>Spring 2020</p>	<p>Accessibility of information</p>

## **4. 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 the Resources Committee.

## **5. 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

