

# Westhead Lathom St James' CE Primary School



## Accessibility Plan

Last Reviewed Date: Summer 2023

Next Review Date: Summer 2026

<i>Version</i>	<b>Date</b>	<b>Author/Editor</b>	<b>Revision Notes</b>
1	Spring 2013	Alison Albion	Plan drawn up in accordance with the planning duty in the Equality Act, 2010
2	Spring 2014	Alison Albion	Plan reviewed & updated. Plans for studio ramp added.
3	Spring 2016	Alison Albion	Plan reviewed & updated. Plans for studio lift added.
4	Autumn 2018	Alison Albion Lynda Tither	Plan reviewed & updated
5	Summer 2020	Helen Clark	Vision and Values updated.
6	Summer 2023	Helen Clark	Targets reviewed and updated.

## **Our Vision for the Future**

***'A curriculum that is challenging, inspiring and engaging; in which all pupils flourish spiritually, creatively and academically to become confident young people.'***

***'With God's power working in us, God can do much, much more than anything we can ask or imagine.'*** Ephesians 3:20 New Century Version (NCV)

## Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The board of Governors of Westhead Lathom St. James C.E. Primary School recognises the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings, recognising that Grade 2 listed status imposes its own limitations, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

These duties are reaffirmed by the Equality Act 2, 2010,

The planning duties of the DDA makes three requirements of the Governing body

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided for pupils who are not disabled in a format appropriate to their needs.

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the Provisions Committee of the board of governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

## Disability

*'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities'* – the DDA definition of disability

Westhead Lathom St. James C.E. Primary School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Equalities Policy.

## Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted and inspectors upon request.

**Supporting Policies:** Equality Duty, SEN, Behaviour and Anti-bullying policies.

	Timescale	Objective	What	Who/How	When	Outcome
1	Short Term	To ensure all teachers are following SEND policy and keep up to date with national changes.	All staff to understand the policy and make reasonable adjustments to provision in order to support pupils on SEN register.	Monitor by SENCO	Ongoing	Continual CDP training on and off-site for all staff in order to improve/develop staff knowledge and help remove barriers to learning.
2	Short Term	Ensure compliance with Equality Act 2010 and Code of Practice	Staff and governors informed of requirements and obligations of the Equality Act and Accessibility Plan shared with personnel.	Staff and governors meetings	Ongoing	All personnel aware of requirements and obligations
3	Short/ Medium Term	Greater awareness of and confidence amongst teachers and teaching assistants in dealing with pupils with Dyslexia, Dyscalculia, Autism, Speech difficulties and Special Educational Needs	Identify areas where knowledge and skills base needs to be extended.	More highly trained staff in this area Teachers and TAs have greater responsibility in finding the right course to suit their needs and those of the SDP	Ongoing due to turn-over of staff	Better access to the curriculum for all children. Children on SEN register make good progress from starting points.
4	Medium Term	To ensure that both areas inside and outside conform to the H&S guidelines	To assess any high risk areas and carry out appropriate risk assessments, working to bring them up to an acceptable level.	LA representatives, head, staff, site supervisor and governors to carry out risk assessments	As Required	Risk assessments regularly reviewed and kept up to date. Staff aware of any changes.
8	Long Term	To ensure that all children regardless of any physical or mental impairment have	Curriculum in accordance with the SEND Policy and other intervention strategies.	HT/SENDCO to ensure that adaptive teaching is in place within a broad and balanced curriculum in	Ongoing	HT/SENCO to monitor and obtain appropriate evidence.

	Timescale	Objective	What	Who/How	When	Outcome
		full access to an appropriate curriculum		accordance with SEND policy and monitor intervention. Training for all staff in effective adaptive teaching and relevant staff for support programmes		