



WELL GREEN PRIMARY SCHOOL, HALE

Accessibility Plan

POLICY DOCUMENT

WELL GREEN PRIMARY SCHOOL

July 2024

Accessibility Plan

Introduction

This plan sets out how Well Green Primary and Nursery School will work to promote disability equality. A person is 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 carry out normal day to day activities.

This plan addresses our specific duties under the Equality Act 2010. It forms part of our Single Equality Scheme and also relates to our Accessibility Plan.

The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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 increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving 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 any way which is not accessible for that pupil.

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.

1A: The purpose and direction of the school's plan: vision and values

Well Green Primary and Nursery School is committed to ensuring that all its employees, pupils and others involved in the school community, with any form of disability are treated equally. We will ensure that disabled pupils and employees are not treated less favourably in any procedures, practices and service delivery.

The school uses the social model of disability as the basis of its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. We understand that the definition of disability under the Disability and Discrimination Act is different from

the eligibility criteria for special educational needs. This means that disabled pupils may or may not have special educational needs.

The school is committed to the removal of barriers to the progress of disabled pupils. We aim to give all children full access to the curriculum at school and to enable them to participate fully in school life.

Our commitment to equal opportunities is driven by our school aims and policies (especially our Equality Policy).

THE TEACHERS AND GOVERNORS ARE COMMITTED TO THE CONTINUED DEVELOPMENT OF EACH CHILD THROUGHOUT THEIR EDUCATION AT OUR SCHOOL.

- Access for all to a broad, balanced and relevant curriculum, including all the requirements of the National Curriculum, with a particular emphasis on English, Maths and Science.
- To offer equal opportunities to all irrespective of race, culture, language, gender, religion and physical ability. (see our Single Equality Policy)
- To encourage the development of self-respect and to establish positive relationships with others in a caring environment.

The school's policies on Teaching for Learning, Single Equality, Behaviour, Bullying and PSHE promote equality and respect for all regardless of gender, race, colour, disability or impairment.

1B: Information from pupil data and school audit

Well Green Primary School is a single-entry primary school with a Pupil Admission Number of 210, there are usually children on roll with disabilities.

Each year in September a 'Cohort Profile' is created which identifies the profile of children in each class. An up to date S.E.N.D register includes children with a range of difficulties including speech, language and communication difficulties, Specific Learning difficulty, emotional and behavioural difficulties. A separate register is maintained of children with medical needs.

We are mindful of the adults in our school community, whether as members of staff, parents and carers or visitors and every effort is made to ensure they have full access to all aspects of the school.

The extent to which Disabled pupils can participate in the School Curriculum:

Physical Environment

- The school has a slope to the front door and a purposely installed ramp from KS2 corridor to KS1 playground. All classrooms have 2 exits but the fire exits usually involve a step.

- School is on two levels with KS2 being accessed up two steps. Year 5 and 6 classrooms have a smaller step from their fire exit.
- There are carpets throughout the corridors and classrooms which greatly improve the acoustics. The school hall has a wooden floor. Double glazing throughout school improves sound pollution from outside.
- School has a secure perimeter fence and gates which enclose the playgrounds and field. The nursery is also fully contained securely within its own fencing and gates.
- The staff car park at the front of school has limited parking and no 'blue badge' space, however parents with disabilities are allowed to park in here to collect and drop off children.
- Emergency and evacuation procedures are displayed in all rooms and are currently accessible to all present. Fire alarms are auditory and in main school hall a visual red light will also be activated should the alarm be raised.
- Furniture and equipment are selected as standard for age related pupils as appropriate. Consideration is given to children who may be taller or smaller than peers and may need a different chair or stool to reach the whiteboard.
- Space for quiet working is provided in the KS2 library, SENCo room or study room.
- The Computer suite has 32 networked computers, 32 ipads and laptops to allow 1:1 work for pupils.
- Each classroom, the junior library and the Computer suite had large screens installed in April 21. These are clear for all children to see and use.
- There is a disabled toilet on the main corridor and a wheelchair accessible door has been installed near the exit with a purpose-built ramp.
- There is a handrail and easy to use tap in the KS2 Girls' toilet.
- Lighting (LED fitted in majority of rooms) ensures all areas are illuminated to the required standards.
- The large field and two playgrounds provide opportunity and space for a range of play activities, including quiet play.
- Outdoor seating provided in both playgrounds and attention given to children who suffer in extreme temperatures.
- A 'grab rail' is fixed on the wall within a nursery toilet cubicle, reception toilet and a female Y1/Y2 and KS2 toilet.
- The outdoor classroom from Reception class is accessible from the external door, having been raised to allow access

- Laptops are available for children who need to borrow these for Remote Working at home
- Specialist chairs are provided for children who need this adjustment
- Ramps have been installed to the external fire door of Year 3, 4 and the exit onto the playground.
- Raised flooring outside the external door to the infant playground near the junior library and fire exit doors of Year 5 and Year 6.
- Ramp fitted at the entrance to the school gate
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School Curriculum

- Curriculum provision is always reviewed and resources acquired in response to the needs of individual children in school (e.g. Alphasmart, software, Numicon purchased)
- A visual timetable is used in all classrooms. Equipment/resources are labelled.
- All school visits and trips are accessible to all children (this remains at the discretion of the headteacher should a child's behaviour become a concern) Parents are consulted before a visit should there be any concerns for their child.
- The curriculum is very well planned and taught with due regard given to adapt this to meet the needs of individual children.
- Classroom environment supports learning throughout school.
- Extracurricular activities are available to and accessed by all children, as appropriate.
- Use of Provision Maps to support individual pupils learning.
- Nurture groups or individual work is provided for children identified as vulnerable or having specific needs. There is a Pastoral Leader in school who regularly meets with children who have been identified as requiring additional Social or Emotional support.
- Teachers and teaching assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with TA's to address pupils' needs as per their Provision Maps and liaise with specialist support services.
- Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- A range of Computer software is installed to support learning.
- Circle time, PSRHE lessons and assemblies are used to increase awareness of a range of disabilities and the needs of these children/adults.

- External advice is sought to ensure that modifications and risk assessments are made which enable all children with disabilities to take a full part in curricular activities, including trips.
- Communication with parents/carers ensures they are fully aware of school life including the curriculum through: three written reports to parents per year, three parents' meetings per year, homework diaries (KS2), weekly newsletter (N – Y3), whole school newsletters, Parentmail via ParentPay, SEND meetings, half termly curriculum overview, Reading Record Booklet (KS1 and KS2) and our 'open door policy' to discuss individual pupils with parents.

Other Considerations

- Data is collected to ensure we have up to date information about pupils, staff and parents with disabilities.
- We have a clear policy on the administration of medicines.
- Photographs of children with specific medical needs, or allergies are displayed in the register of their class. Information relating to these children is shared with the Midday assistants and kitchen staff.
- Transition meetings are held between year group staff and with secondary school staff to ensure information about pupils' needs is shared.
- Risk Assessments are in place, if required, for children with additional needs
- 'Medical' conditions list for use within school to enable all staff to identify children.
- Parents provided with staff emails for contact

Future Developments

This Accessibility Plan will be reviewed regularly or sooner should the need arise. It will be shared with all staff. The Governing Body have overall responsibility for the plan including direction, monitoring review and updating. The plan will be published for parents when our new website is established.

Action Plan

The following targets have been identified to improve Well Green Primary School's commitment to meeting the needs of the Disability Discrimination Act 2005.

- Continue to purchase or provide resources in response to the needs of individual children.
- Collect disability information from parents about their child and themselves when we send out data collection forms for any new child joining Well Green.
- Liaise with Trafford Services to provide support and guidance to staff for children with additional needs
- To ensure that all children can access trips and visits