



We Only Reach for the Highest

ACCESSIBILITY PLAN 2024 - 27

Introduction

The Disability Discrimination Act 1995 (DDA), as amended by the SEN and Disability Act 2001 (SENDA) introduced a legal requirement on all schools to increase accessibility for disabled pupils. This requirement is now included in the Equality Act 2010. The effect of the law is the same as the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. All schools are required to produce a written Accessibility Plan.

The School's policy is to meet all legal requirements in this area and take reasonable steps to accommodate pupils with disability, who satisfy the entry requirements of the school. This Accessibility Plan therefore sets out how the School is planning to meet the needs of disabled pupils and increase accessibility for them.

The Board of Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. The plan will be monitored via the Finance and General Purposes Committee.

At Worthington Primary School, we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Plan will be made available to interested parties at all reasonable times, as required under the legislation. It covers the period 1 January 2024 to 31 December 2027.

Definition of Disability

A person has a disability 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. References to 'disabled people' includes pupils, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities. The definition of disability covers a broad spectrum of impairments including:

- long term illnesses
- hearing or sight impairments
- mobility difficulties
- mental health conditions
- learning difficulties/disabilities

Key objectives

To reduce and, where possible, eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff and visitors with a disability.

Increasing Accessibility

Required action may be specific to the needs of the individual, rather than of a more general nature and will include any reasonable adjustments to improve:

- access to the physical environment of the School - Improving access to the physical environment of the school, adding specialist facilities as required and necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- access to the curriculum – Increase access to the curriculum for pupils with disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are all other pupils. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment and additional adults, which may assist these pupils in accessing the curriculum.
- access to written information – Improving and making reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities or access difficulties. Examples may include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats, within a reasonable time frame.

Access is periodically reviewed by external consultants and their advice incorporated in to the plan where appropriate.

Recent Developments

Following a rebuild during 2012 – 2013, we have been able to now fully eliminate all surviving barriers to effective learning under DDA requirements.

We worked closely with our build partners – Trafford MBC (architects and school development) and Willmott Dixon (chosen contractors) to build a new school which was and is fully DDA compliant.

The additional extension which was opened in November 2021 has resulted in a two-storey four-classroom extension being erected at the front of the school, facing Worthington Road. This extension is DDA compliant and has a platform lift incorporated in the design to ensure access to the upper floor for people for whom stair access is not feasible, there is also flexibility in class allocations to rooms in order to meet pupil needs. This will reduce the need to use the lift, which will be used if no other alternative can be found.

Support

In drawing up the plan, account has been taken of the current cohort of pupils at Worthington Primary School at the time of writing. Although the plan is outlined for a three year time frame, it will be reviewed at least annually or when circumstances and needs change.

Some of our identified needs include, but are not limited to; autism, hearing difficulties, physical difficulties, diabetes, dyslexia and dyspraxia.

Support is provided in a variety of ways:

- in lessons
- through close liaison with classteachers, support staff, keystage leads and curriculum leads
- with one to one support lessons with a specialist teacher
- via auxiliary devices such as hearing aids
- exam access arrangements
- through support from external agencies

The number of pupils who have agreed access arrangements varies year on year. Many of these arrangements are organised in house and include the use of a prompter, a separate room, rest breaks, coloured paper and laptops.

The following access improvements relate to **Section 172 of the ISI Regulatory Standard**.

Improving access to the curriculum

Improvement	Objective	Timescale
Pupils have an awareness and understanding that not all disabilities can be seen	To further develop our pupil's knowledge of the variety of disabilities and to continue develop positive attitudes towards these.	Ongoing through curriculum Mental. Representation through key figures in our curriculum and library texts
Layout and furniture in classrooms reviewed to meet the needs of the class	Classrooms are organised to promote the participation and independence of all pupils	September of each academic year
Adequate number of trained staff to provide support to pupils with a disability and/ or specific needs	Training for all staff available as part of INSET Specialist training for staff working with pupils for specific needs	On-going
Assessment of learners for access arrangements carried out in-house.	Improve access to external assessment for parents and pupils.	On-going
Maintain links with external agencies	Resource available as required	On-going
Increase class based resources to support provision within the classroom to meet specific needs	Greater access to the curriculum and support independence in learning	On-going
Ensure projection of song words in hall, assembly powerpoints and lesson notebooks have a coloured background. Ensure children with dyslexia have coloured	Improve access to resources in all areas of the school by pupils / staff / visitors with dyslexia.	Items updated throughout the academic year

paper or overlays available to them.		
Enhance PE equipment to meet the needs of pupils' needs to enable greater access to the PE curriculum	Greater access to the curriculum and support independence in learning	On-going
Ensure that Computing equipment and software is appropriate to meet the needs of pupils with a disability	Pupils with a disability can access the curriculum with the support of computing equipment. Their learning needs are met with the support of appropriate computing software.	On-going

Improving Access to the Physical Environment

Improvement	Objective	Timescale
Address any issues which arise based upon current requirements	Annual review of the physical environment to ensure there are no physical barriers to children's learning.	Annually - September
Review accessibility and reasonable adjustments to clubs / provision offered and communicate accordingly to the appropriate pupils / parents / carers.	Ensure that all after school provision is accessible for all children, whilst meeting their needs.	Half termly

Improving Access to written information

Improvement	Objective	Timescale
Provide tactile signage at door entrances to school	Ability for a person with a disability to access the building by following instructions for entry	As required
Availability of written material in alternative formats, including translated documents, modified large print	The school will make itself aware of the services available for converting written information into alternative formats	As required
Review documentation on website and Class Dojo to check accessibility for parents with English as an additional language	Facilities available to access documents for EAL learners. Ensure translation tools are available.	Ongoing and as required

Equal opportunities

Worthington Primary School prides itself in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin,

colour or age. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- SEND Policy
- Equal Opportunities Policy
- Curriculum policies.

Policy last reviewed: January 2024 by S. Jones (Headteacher)

Ratified by Governors: February 27th 2024 @ Finance and Buildings Committee

Next review due: January 2027

Persons responsible for review: Headteacher