



Accessibility Plan

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Approved and Authorised By	Tim Beavan
Statutory	Yes
On school website	Yes
Read alongside	<ul style="list-style-type: none">• SEND and Inclusion Policy• Medical and Asthma policy• Risk assessment policy• Health and safety policy• Equality information and objectives (public sector equality duty) statement for publication• Special educational needs (SEN) information report
This policy has been impact assessed against race, gender and disability and no adverse impact has been identified	

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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.

At Wessex, our vision and values underpin all aspects of the curriculum and school life. We have chosen special values that we aim to instill in all our children and that best describe what we want our children to have achieved by the time they leave us to move to the next stage of their education.

We celebrate these values through ‘catching’ our children who live them daily – whether that be through their lessons or any other aspect of their life at Wessex. We talk about them daily, present certificates to demonstrate children’s success and talk openly about the words and what they mean for Wessex. The pictures help to capture and explain the values being brought to life and are proudly displayed throughout the school.

At Wessex our vision is **inspiring excellence; everyone, everyday**. The values we celebrate and recognise in the children and ourselves are:

<p style="text-align: center;">Positivity</p> <p><u>Pupils</u> and <u>staff</u> at Wessex demonstrate their positivity by:</p> <ul style="list-style-type: none">• having a positive growth mindset and a ‘can do’ attitude• being resilient and not giving up even when things are challenging• having high aspirations and believing we can all succeed• respecting and celebrating other’s successes.	<p style="text-align: center;">Honesty</p> <p><u>Pupils</u> and <u>staff</u> at Wessex demonstrate their honesty by:</p> <ul style="list-style-type: none">• telling the truth• admitting when we make a mistake and learn from the experience• speaking up if we need help or support• knowing it is ok to find something challenging.
<p style="text-align: center;">Respect</p> <p><u>Pupils</u> and <u>staff</u> at Wessex demonstrate their respect by:</p> <ul style="list-style-type: none">• listening and valuing other people’s ideas, differences and achievements• being polite and kind to each other• following instructions and co-operating with each other• taking care of our school environment and our resources.	<p style="text-align: center;">Pride</p> <p><u>Pupils</u> and <u>staff</u> at Wessex demonstrate their pride by:</p> <ul style="list-style-type: none">• trying our hardest to ‘be the best we can be’• looking smart and being ready to learn• caring for our school environment• sharing our learning and achievements with each other.

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.

Wessex Primary is a Local Authority School, controlled by the Royal Borough of Windsor and Maidenhead.

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, including staff, pupils, parents and Governing board.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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

Aim	Strategies	Timescale	Success Criteria
<p>Ensure access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Wessex Primary School has a specialist resource provision currently for children with a Hearing Impairment. • We provide a good acoustic environment and the hearing impaired pupils have radio aids to support their learning. • We work to ensure that all our adults and children in the school are “Deaf aware” to support our children in school and to be a good friend. • For children with additional and sensory needs we provide classroom support where available • We have sensory equipment in school to support children with additional and sensory needs. • We have access to a minibus with trained drivers on staff so children with mobility needs can access local walking trips and visits. • We make reasonable adjustments in the upper school as we have a top floor of classrooms with only stair access. If needed, we can swap rooms around if access was a problem, but this is limited. There are no options for a lift, and if multiple classes had children with mobility needs, then this would potentially be an issue. 	<p>In place – ongoing review</p>	<p>Children can access the curriculum and their learning in a space designed to help with their additional and/or sensory needs.</p>
<p>Ensure and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • We have two disabled toilets in the school, one in lower and one in the upper building. • Most of the school has step free access and all parts of the main building can be accessed easily with no need for ramps. 	<p>In place – ongoing review</p>	<p>All areas of the school environment are easily accessed by all pupils.</p>

<p>Ensure the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> • We have a sound field installed in the school. • We have an audio and visual (strobe lighting) fire alarm in all classrooms and toilets. • Classes use visual timetables • Where appropriate, pupils have an individual visual timetable and/or use of 'now/next' boards. • Future “decoration” of buildings to cater for the needs of pupils in the school by taking advice with reference to any necessary guidelines 	<p>In place.</p>	<p>All children can access the delivery of information.</p>
<p>Ensure inclusive support for all pupils</p>	<ul style="list-style-type: none"> • We offer an alternative eating space for children who find the lunch hall too challenging. This is an adult supervised smaller provision with less children and therefore less sensory stimulating. • We offer an indoor quiet play space at lunchtime for children who find the outside play spaces too challenging. This is an adult supervised smaller provision with less children and therefore less sensory stimulating • Continue to review SEND offer and Information Report, updating the LA where necessary 	<p>In place.</p>	<p>Spaces available for children who find busier lunchtime environments challenging</p>
<p>Ensure access to the car park for disabled badge holders</p>	<ul style="list-style-type: none"> • Blue Badge Holders are able to use the carpark for pick-up and drop-off via permits available through the RBWM School Street scheme. • A wider parking space can be made available upon request. 	<p>In place. School Street permit holders reviewed on a regular basis along with colleagues at RBWM Highways team</p>	<p>Those with disabilities are able to use the car park.</p>