



All Individuals Matter

Winchelsea Primary School

Accessibility plan

Approved by: Miss Helen Duckett

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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.

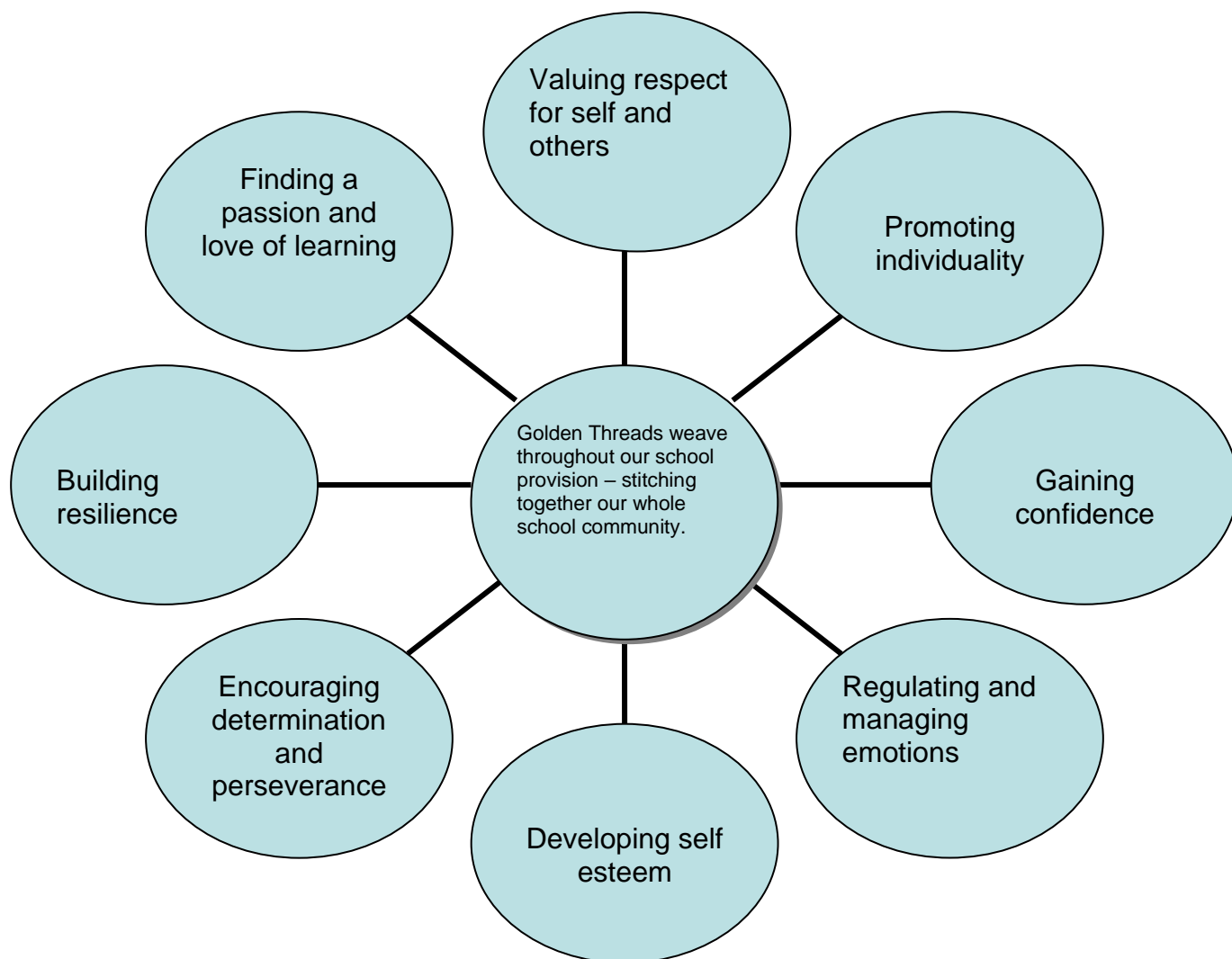
Our shared vision and strength of community partnership is what makes Ruskington Winchelsea Primary School such a unique place. It drives what we do and ensures we remain focused on what matters to us as a school. Schools are continually offered new initiatives and it is easy to be distracted from one's own core beliefs. Our shared vision is a filter and ensures that we remain on track within our beliefs even with all the different educational ideas and approaches. We will always keep up to date with contemporary educational thinking; listen and see which developments can be embraced to crystalize our vision further.

Some schools focus exclusively on reading, writing and maths and less on the arts and wider learning experiences whilst others focus on creative pursuits without the three Rs. At Ruskington Winchelsea Primary school, we believe that both are equally as important. Our vision for primary education is child centred and focuses on their needs and development.

Teaching children how to be self-aware and be good citizens is what we call our values. At Ruskington Winchelsea Primary school we recognise the importance of children developing a strong moral construct through British Values. We feel this is fundamental to children's relationships with themselves- their self-esteem- and their relationship with others, with their community and with the environment. The important values we emphasise are:

Winchelsea's Golden Threads

At Winchelsea Primary school we have identified eight Golden Threads that weave throughout our curriculum. These threads underpin our school ethos and are key strands that bind our community tightly together, featuring not only in our curriculum content (intent, implementation and impact) but also in the 'hidden' curriculum within our extra-curricular and enriching provision (including immersive and experiential opportunities), our assemblies, our strong community and collaborative partnerships and in the everyday interactions that take place in every part of our school community.



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. Ruskington Winchelsea Primary School is a maintained school in the Lincolnshire County Council and North Kesteven District. 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 teaching staff, SLT, SENCO, Head teacher and governing body in mind of our pupils and parents.

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. This policy complies with our funding agreement and articles of association.

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	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include visual aids, writing equipment to support fine motor skills & sensory equipment to support physical development.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The graduated approach is applied to children not working at the age-related curriculum and not making good progress.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils and adapted according to a child's needs.</p>	<p>Ensure all children with accessibility needs are accessing the curriculum or it is catered for each child's SEND needs.</p> <p>The graduated approach highlights specific needs and supports children through their education and time at school.</p>	SENCO to monitor all SEND children's needs and ensure they have the correct equipment to access learning in all areas of the school.	SENCO	Continuously as new pupils join the school and needs of children change	All children can access learning within school

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils, parents and other visitors as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Wide corridor width and door frame width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • One level access to all areas of the school 	<p>The school is a local authority-maintained school and therefore any major developments are carried out through regulated channels. Maintenance and cleaning is completed by the site manager and cleaning staff. The building is designed for disabled access and is all one level including the car park.</p>	<p>Maintain the high standards of work carried out by the site aware of any health and safety issues within school.</p> <p>In addition the school is developing a SmartPod designed to form a sensory space which will be highly beneficial to all children, but more especially those with sensory needs.</p>	Headteacher, SBM, Site Manager and SENCo and all staff working within the school	Continuously, supported by governing monitoring visits and checks from Local Authority.	<p>The school adheres to health and safety regulations and hygiene standards are kept to a high standard.</p> <p>The SmartPod is due for completion in the academic year 2022/23.</p>
Improve the delivery of information to pupils with a disability and their access to tasks	<p>Our school uses a range of communication methods to ensure information is accessible and provides resources to support learning. This includes:</p> <ul style="list-style-type: none"> • Makaton • Large print resources • Visual discrimination resources and overlays • Pictorial or symbolic representations • Other support aids as necessary e.g. standing desks, pencil grips etc 	<p>Children who require different methods of communication are identified through the graduated approach and pupils transferring from different schools complete information sheets provided by the office. This information is communicated to all staff. Pupils have regular reviews so their needs are met.</p>	<p>Transition and external transfers are communicated effectively to all staff at school</p>	SENCO and teaching staff.	Annual transitions, SEND reviews and when any external transfers occur.	<p>All children will be highlighted and catered for appropriately with SEND.</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 governing body and the Head teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Accessibility policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Parking bays	1 disabled parking bay in car park	Ensure parking bay is kept clear at all times	SBM and office administrators	Continuous monitoring required
Development of SmartPod	New building development for sensory provision	Ensure disabled access is completed – ramp and internal provision Complete all internal sensory provision	SBM, site manager and Head	Completion by July 2023 (dependent on external contractors.