



**Willow Park**  
C of E Primary School

# Accessibility plan

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## 'Be the Light'

### Matthew 5:14

*'You are the light of the world - like a city on a hilltop that cannot be hidden'.*

The ultimate worth of each person in our school is at the centre of all we do. We value the 'light' of every individual and we seek to nurture that light and encourage each of us to be the light to others.

### 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

*We believe that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing an education which enables all pupils to make progress so that they achieve their best, become confident individuals living life in all its fullness (John 10,10)*

Every pupil with **Special Educational Needs (SEN)** and **disability (D)** in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to the 'Every child matters' agenda:

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- achieving and enjoying social and economic well-being

In line with our school values we will:

- cultivate a learning community in which all are involved, valued and interdependent
- nurture a culture for enjoying lifelong learning and fulfilling individual potential
- inspire curiosity and respect for Christian spirituality and world faiths

- foster an ethos of excellence and build confidence and self esteem
- invest in creative experiences

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

## 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Contextual Information

Willow Park C of E primary is set across two buildings, both buildings are split level with one being a Victorian building and the other slightly newer. Due to our site location, being on a hill, most of our playgrounds have significant slopes or steps to enter them. Our Key Stage 1 and EYFS are all on the ground floor and can be accessed by a wheel chair.

## The Current Range of Disabilities within Willow Park C of E Primary School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, significant hearing loss, food allergies and diabetes. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents. We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms. Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff in the class file. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	STRAGETIES	OUTCOME	PERSON RESPONSIBLE	TIMEFRAME	ACHIEVED
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> </ul>	Head teacher and SENCo ensure that the curriculum is broad and balanced and all children are able to access.	Headteacher, SLT and SENCo	On going	
	<ul style="list-style-type: none"> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> </ul>	Resources ordered to enable accessibility	SENCo	On going	
	<ul style="list-style-type: none"> <li>• Curriculum resources include examples of people with disabilities</li> </ul>	Diversity shown through curriculum and resources	Headteacher, SLT and SENCo	Ongoing	
	<ul style="list-style-type: none"> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> </ul>	Pupil progress reviews show progress of all pupils	Headteacher and class teachers	Termly	
	<ul style="list-style-type: none"> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>	IEP's reflect appropriately aspirational targets	SENCo and classteachers	3 times a year	
	<ul style="list-style-type: none"> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	Annual review with Light up learning and SLT	SLT, curriculum lead and Light Up learning	Ongoing	

AIM	STRATEGIES	OUTCOME	PERSON RESPONSIBLE	TIMEFRAME	ACHIEVED
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required, where the building allows. Due to the structure many changes may be difficult, however close liaising with BCC will happen and adaptations which can be made will be.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Auditory enhancing the environment to assist children with hearing loss.</li> <li>• High light steps and stair to assist visually impaired staff and pupils</li> </ul>	<p>Close liaison with Bristol City Council to ensure any adaptations that can be made to the building and environment will be made</p>	<p>SLT</p>	<p>Annually</p>	
	<p>Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.</p>	<p>Modifications will be made to the school building to improve access.</p>	<p>SLT</p>	<p>Annually</p>	

AIM	STRAGETIES	OUTCOME	PERSON RESPONSIBLE	TIMEFRAME	ACHIEVED
To ensure that the accessibility Plan becomes an annual item at the FGB meetings	Clerk to governors to add to list for FGB meetings.	Adherence to legislation	Headteacher	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	Headteacher and SENCo	Annually	

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Body.

It will be approved by the Governing Body.

## 5. Links with other policies

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

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