

# Accessibility Plan

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**Working together for a brighter future**

### 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.

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, particularly guidance from Salford LA.

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 staff and governors of the school.

### 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.

# Action Plan

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

## AIMS

- Improve and maintain access to the physical environment
- Increase access to the curriculum for pupils with a disability

## Improving the Physical Access

Target	Strategies	Timescale	What Will Success Look Like?
Improve and Maintain access to the Physical Environment	<ul style="list-style-type: none"> <li>- Ensure the school staff &amp; stakeholders are aware of any access issues arising from, for example, building works around the school ('access' meaning 'access to' and 'access from')</li> <li>- Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</li> <li>- Ensure staff and stakeholders can access areas of school used for meetings</li> <li>- Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</li> <li>- Communication in print around school to help children's/staff's understanding and visual recognition.</li> <li>- Early transition meeting with relevant professionals are held so that the needs of any child/staff with a disability is well prepared for.</li> </ul>	As Required	<ul style="list-style-type: none"> <li>- SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</li> <li>- All staff &amp; stakeholders are confident that their needs are met.</li> <li>- Continuously monitored to ensure any new needs arising are met.</li> <li>- Parents have full access to all areas of school</li> <li>- PEEPs/Risk Assessments are prepared and reviewed as individual needs change</li> </ul>

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	<ul style="list-style-type: none"> <li>- Any staff training is organised in a timely manner.</li> </ul>		
Maintain safety for visually impaired people	<ul style="list-style-type: none"> <li>- Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges around school</li> <li>- Check exterior lighting is working on a regular basis</li> <li>- Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</li> <li>- Check flashing beacons that signal fire alarm activation regularly</li> <li>- Check fire evacuation plan is in place as appropriate</li> <li>- Early transition meeting held with relevant professionals from health and learning support to ensure that the child's needs are met in entry to school.</li> <li>- Any staff training is organised in a timely manner.</li> <li>- Needs are detailed clearly on a pupil profile</li> </ul>	Annually, and as new children join the school throughout the year	Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.
Maintain safety for hearing impaired people	<ul style="list-style-type: none"> <li>- Check flashing beacons that signal fire alarm activation regularly</li> <li>- Check fire evacuation plan is in place as appropriate</li> <li>- Early transition meeting held with relevant professionals from health and learning support to ensure that the child's needs are met in entry to school.</li> </ul>	Annually, and as new children join the school throughout the year	Hearing impaired people feel safe in school grounds. Flashing beacons to be monitored as needed throughout the school year.

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	<ul style="list-style-type: none"> <li>- Any staff training is organised in a timely manner.</li> <li>- Needs are detailed clearly on a pupil profile</li> </ul>		
Ensure the school can be evacuated safely in the event of a fire	<ul style="list-style-type: none"> <li>- Daily health and safety checks of the school and its surroundings.</li> <li>- Ensure staff are aware of need to keep fire exits clear</li> <li>- Ensure that the lift remains in good repair</li> <li>- Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities).</li> <li>- Children to have PEEPs if needed.</li> </ul>	<p>Daily</p> <p>Annually, and as new children join the school throughout the year</p>	All disabled personnel and pupils have safe exits from school and can be safely and quickly evacuated.
Accessible car parking	<ul style="list-style-type: none"> <li>- Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school</li> <li>- The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building</li> </ul>	On-going	There is a place for disabled members of staff and visitors to park throughout the school day.

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Improving the Curriculum Access			
Target	Strategies	Timescale	What Will Success Look Like
All children will have access to learning/in class provision	<ul style="list-style-type: none"> <li>- Monitor access to the curriculum for children with SEND. Monitoring activities to include learning walks/pupil voice/book looks/feedback from outside professionals</li> <li>- Adapted resources to be purchased as required/advised by outside professionals</li> <li>- Children to have access within the classroom to equipment/adapted resources to aid learning</li> <li>- Liaise with external professionals e.g. SALT/OT to incorporate strategies and support within the classroom and around the school for children who require specific support/equipment</li> </ul>	<p>Monitoring to be timetabled on a half termly basis – monitoring activities to be completed</p> <p>Ongoing/As required</p>	<ul style="list-style-type: none"> <li>- All pupils will have access to a broad and balanced curriculum</li> </ul>
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> <li>- Risk assessments to ensure that all children, including children with physical disabilities, can access trips.</li> <li>- Ensure venues and means of transport are vetted for suitability</li> <li>- Ensure staff are fully briefed with regards to children with SEND</li> <li>- Ensure that the appropriate adult to child ratio is adhered to including any additional support that may be needed for children with SEND</li> </ul>	Ongoing/As required	<ul style="list-style-type: none"> <li>- All pupils are able to access all school trips and take part in a range of activities</li> </ul>
The PE curriculum is inclusive	<ul style="list-style-type: none"> <li>- Review PE curriculum ensuring that appropriate adaptations are made for children with SEND</li> </ul>	By PE Lead/SENCO as per monitoring Cycle	All pupils will have access to the PE curriculum

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<p>Children with SEND will take part equally in whole school events, playtimes and lunchtimes and after school activities</p>	<ul style="list-style-type: none"> <li>- Ensure that whole school events can be adapted to include all children.</li> <li>- For children with SEND, SENCO to ensure staff who run extra-curricular clubs are aware of need and ensure that any appropriate support is in place.</li> <li>- Ensure that any children with mobility issues are able to access all spaces in the school including playgrounds and lunch halls. Ensure that any adaptations are in place so that children can eat/play safely.</li> </ul>	<p>Ongoing/As required</p>	<ul style="list-style-type: none"> <li>- Children with SEND will feel able to participate equally in out of school activities</li> </ul>
<p>Staff will access specific training on SEND needs</p>	<ul style="list-style-type: none"> <li>- Early transition meetings will be in place for children with disabilities to ensure that staff training is accessed in preparation for the child entering school.</li> <li>- SENCO to arrange ongoing training for any additional identified needs</li> </ul>	<p>Ongoing/As required</p>	<ul style="list-style-type: none"> <li>- Raised confidence of school staff</li> </ul>
<p>Parents' views and permissions will be sought regarding school support in place</p>	<ul style="list-style-type: none"> <li>- Parents will have access to the information report/SEND policies/local offer on the school website</li> <li>- Open door policy with the SENCO</li> <li>- Regular review meetings held (at least termly with class teacher/SENCO)</li> <li>- Annual report will be accessible and informative</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>- Parent/school communication is strong</li> <li>- Parents confidently contact SENCO for support</li> </ul>
<p>Children with SEND will share their pupil voice</p>	<ul style="list-style-type: none"> <li>- Children with SEND are given the opportunity to share their concerns/views and ideas</li> <li>- Children with SEND will be asked to contribute to ILPs and EHCP review</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>- Children's voice is heard and acted upon.</li> </ul>

**Willow Tree Primary School – Accessibility Plan**

	<ul style="list-style-type: none"><li>- Children with SEND will be included within the school council</li></ul>		
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## 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 Headteacher and SEND Lead It will be approved by the governing board.

