



# WELLESLEY PRIMARY SCHOOL

## Accessibility Policy and Plan

Issue No: 6  
Date: January 2025

Approved by Governors: 30<sup>th</sup> January 2025

# Accessibility Policy

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## Change Record Sheet

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Issue No	Date	Summary of Change	Amended by:
3	April 2013	Policy Reviewed	
4	March 2016	Policy Reviewed	Heather Small
5	March 2019	Policy Reviewed	Heather Small
6	January 2022	Policy Reviewed	Heather Small
7	January 2025	Policy Reviewed	Heather Small

## Summary

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This policy will be reviewed every 3 years.

This policy has been reviewed to ensure that it meets the requirements of the equalities impact assessment.

Policy Written: 2008

# Accessibility Policy

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## Aims

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Wellesley Primary School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

## Legislation and Guidance

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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.

### Definition of Special Educational Needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Under the 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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision.

# Accessibility Policy

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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.

Schools are required under the Equality Act 2010 to have an accessibility plan. The Wellesley Primary Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

The Accessibility Plan will be published on the school website.

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy
- Teaching and Learning policy
- Behaviour policy
- School improvement plan
- Equalities
- Health and Safety
- Administering medicine policy
- Behaviour policy

The school building is fully DDA compliant and in line with building regulations.

## Accessibility Plan 2024-2027

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### Accessibility Plan Short Term

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Targets	Strategies /Tasks	Outcome	Time-frame	Goals Achieved	Evaluation
1. As and when needed make written materials available in alternative formats for: a) disabled pupils; b) disabled parents/carers; c) disabled governors	The school uses staff or governor expertise along with bought in expertise, to create and convert texts in alternative formats.	If needed or requested the school will provide written information in alternative formats for: a) disabled pupils; b) disabled parents/carers; c) disabled governors	Ongoing	Effective delivery of information for disabled people in the school community is provided.	
2. Audit school policies on a regular basis to ensure that there are no discriminatory policies, phrases, procedures or practices.	<i>The governors to constantly review policies to ensure there are no discriminatory procedures</i>	A number of school policies each year are audited and made free of disability discrimination in terms of phrases, procedures and practices.	Ongoing	Written information and school policies are free of disability discrimination in terms of policies, phrases, procedures and practices.	
3. Adaptations made to environment and resources, according to specific needs.	School consults with LA support services to ensure appropriate provision is being made.	All children have access to full broad and balanced curriculum. All children's needs are being met.	As needed	Children with needs happy at school and making good progress.	

## Accessibility Policy

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### Medium Term

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Targets	Strategies/tasks	Outcome	Time-frame	Goals Achieved	Evaluation
1. Training for teachers on matching the curriculum.	The school uses the expertise of school staff or seeks the LA Advisory Service to arrange ongoing training on matching the curriculum.	Teachers are more able to meet the needs of disabled pupils to access the curriculum.	As needed	Increase in access to the Foundation / National Curriculum.	

### Long Term

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Targets	Strategies	Outcome	Time-frame	Goals Achieved	Evaluation
10. Plan to train staff in disability equality issues.	After an audit the school seeks training expertise to buy in for staff on a rolling programme.	One teacher each year is more able to meet the needs of disabled pupils and parents/carers in terms of disability equality issues.		Change in ethos and culture in terms of disability equality.	

