



**West Park
Church of England
Primary School**

**Disability Equality Scheme
& Accessibility Plan**

‘Let your light shine’ Matthew 5

Original Developed by:	P.Neale, Headteacher
Date:	September 2012
Reviewed:	November 2017
Approved by Governors:	November 2017
Shared with staff:	November 2017
Next review due:	November 2018
Reviewed:	Autumn 2018
Approved by Governors:	Autumn 2018
Shared with staff:	Autumn 2018
Next review due:	Autumn 2019
Reviewed:	Autumn 2020
Approved by Governors:	October 2020
Shared with staff:	October 2020
Next review due:	Autumn 2021
Shared with staff:	Autumn 2021
Approved by Governors:	
Next review due:	Autumn 2022
Approved by Governors:	February 2023
Shared with staff:	February 2023
Next review due:	Autumn 2023
Approved by Governors:	Autumn 2023
Shared with staff:	Autumn 2023
Next review due:	Autumn 2024
Approved by Governors:	November 2024
Shared with staff:	Autumn 2024
Next review due:	Autumn 2025

West Park Primary Accessibility Plan 2024-2025

Introduction

West Park CE Primary School is a large school on the outskirts of Worthing. The school is a four form entry Primary school. The school also has two types of Special Support provision for 6 children with Physical Disabilities and for 16 children with Communication and Interaction Needs. The school is committed to ensuring equal treatment to all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The school will not tolerate harassment of any person whether a disabled person with any form of impairment or a pupil who is a carer of disabled parents.

Duties under part 5a of the Disability Discrimination Act (DDA) require the Governing body to

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.
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This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- Prepare and publish an accessibility plan to show how they will meet these duties.

The DDA also requires the governing body to plan to increase access to education for disabled pupils in three ways.

We plan to increase access to education for disabled pupils in three ways:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the environment of the school.
- Improve the delivery of information.

Purpose of the Plan

This plan is drawn up in accordance with the planning duty in the [Equality Act, 2010](#)¹ and [SEN Code of Practice, 2014](#)²
The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Key Aims

To increase the availability of and eventually ensure that pupils with a disability benefit from:

- total access to our setting's environment, curriculum and information;
- full participation in the school community; and
- adaptations which improve delivery of information.

¹ <https://www.legislation.gov.uk/ukpga/2010/15/contents>

² <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

Principles

Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report. Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- Staff adapt trips so that all children are able to attend and access activities alongside their peers
- The school will ensure that there are clubs available that can be accessed by all pupils
- Staff will adapt learning tasks so that all children have the opportunity to access a varied curriculum
- Staff celebrate diversity through the curriculum and worship sessions.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- All areas of the school are accessible for all children with disabilities
- Low arousal classroom environments are encouraged throughout the school
- Accessible toilets are available for those children/adults who need it
- Hygiene rooms are available for children with physical disabilities
- Development of sensory provision within the classroom and access to the sensory room for children who have sensory difficulties

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats.

- Structured support in lessons
- Staff will sometimes scribe for children if they have physical difficulties or struggle to write down their ideas
- Visual aids to support with language development and sentenced structure
- Use of pencil grips/angled desk stands to aid with writing
- Assistive technology to aid recording of ideas

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Acronyms explained-

EAL-English as a Second language **SENCO**-Special Needs Co-ordinator **SLT**-Senior Leadership team **TIC**-Teacher in Charge

Accessibility Action plan 2024-25

Compliance with the Equality Act				
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame
To regularly monitor and analyse pupil achievement and progress by race, gender, economic background (Vulnerable/PP) and disability and act on patterns in the data that require additional support for pupils	When monitoring data termly, the management team will consider vulnerable groups and adapt support accordingly.	SLT/ Inclusion Team	Long term	Termly 2024-5

Focus on those arriving in school as low attaining, particularly with speech and language needs	Baseline data to be completed and recognise any significant needs, particularly children with language needs. Language screen assessments completed and interventions initiated as appropriate.	EYFS staff SEN Intervention Assistant/ SENCO	Long term/Short-term	Autumn term 2024 annually
Build a curriculum which reflects modern Britain and all of its diversity	Ongoing curriculum development to ensure there are opportunities to celebrate different heritage and cultures. Ensure that key texts being used in lessons and books in the library celebrate diversity.	Subject leaders SLT	Long-term	Ongoing

Access to the physical environment - statutory				
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame
The physical environment is accessible to all children with physical difficulties	The school is designed to be accessible for all children with physical difficulties, continue to ensure that access into and out of classrooms is clear for children with physical difficulties. Ensure that the space within the classroom is safe and accessible for all children.	All staff All staff	Long-term	Ongoing
The physical environment is accessible to all children with sensory difficulties	Low arousal classroom environments will be set up by teachers.	Class teachers SENCO-monitor		Autumn term 24

	<p>Access to the sensory room will be available for children with OT/sensory targets</p> <p>Regular brain/movement breaks in every class for all children</p>	<p>SENCO/TiC to co-ordinate</p> <p>Class teachers SENCO-monitor</p>		<p>Ongoing</p> <p>Ongoing</p>
<p>The learning environment is accessible for all pupils</p>	<p>The teacher will provide support for children with learning difficulties/SPLD</p> <p>Access to writing aids/concrete apparatus/assisted technology for children with learning difficulties</p>	<p>Class teachers/ TIC+ SENCO to monitor</p>		<p>Ongoing</p>

Ensuring inclusion in the school community				
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame
<p>The school / setting works in co-production with children and young people and their parent carers in decision making.</p> <p>Expectations from both school / setting and parent carers are realistic and support the child or young person's learning, development and, in turn, outcomes.</p>	<p>The Special Educational Needs and Disability (SEND) Information report is discussed/shared with parent carers (schools).</p>	SENCO	Annually	Autumn term 24
	<p>Parent carers are involved in setting and reviewing next steps for their child.</p>	Class teachers SENCO	Ongoing	Termly
	<p>The school / setting sensitively considers how communications about the child's day are shared with parent carers, i.e. not in collection areas or in public.</p>	All staff	Ongoing	Ongoing process
	<p>End of year transition meeting with SEN pupils/new class teacher and SENCO to discuss class provision for the coming year.</p>	SENCO/ Class teachers/parents	Annual	End of Summer term

Access to the curriculum - statutory				
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame
<p>Staff are aware of children and young people with SEND, from groups with protected characteristics including children from minority ethnic backgrounds, and those from disadvantaged groups.</p> <p>Staff understand the nature and impact of these and how to respond to them.</p> <p>Planning incorporates more detailed specialist advice.</p>	<p>Curriculum planning carefully considers the needs of all children and young people. Staff assess children and young people's understanding, strengths and interests, identify any misconceptions or gaps in knowledge and skilfully adapt teaching accordingly.</p> <p>Children and young people are given time to process information before being invited to respond in a communication style that is accessible to them.</p> <p>Preparation for adulthood is built into the curriculum from the earliest opportunity.</p> <p>Flexible and personalised approaches to learning are used effectively.</p> <p>Alternatives to written records are used routinely.</p> <p>Age-appropriate study skills are explicitly taught</p> <p>Homework / home learning is adapted appropriately for children</p>	<p>Class Teachers SENCO/TIC-Monitor</p> <p>Class Teachers SENCO/TIC-Monitor</p> <p>Class Teachers SENCO/TIC-Monitor</p> <p>Class Teachers SENCO/TIC-Monitor</p> <p>Class Teachers SENCO/TIC-Monitor</p> <p>Class Teachers SENCO/TIC-Monitor</p>	Ongoing process	Ongoing process

	Resources are within easy reach of all children and young people to promote learning, independence, respect and reduce stigma.	Class Teachers SENCO/TIC-Monitor		
	Seating plans and groupings of children and young people take account of individual needs.	Class Teachers SENCO/TIC-Monitor		

Access to information advice and guidance - statutory				
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame
The school / setting works in co-production with children and young people and their parent carers in decision making.	Parent carers are signposted to the West Sussex Local Offer, the SEND Information Report (for school children) and other relevant documents, These are referenced on the school website.	SENCO	Ongoing process	Ongoing
	Parent carers are provided with information about local and national support groups-through parent newsletters or individual discussions with the SENCO	SENCO Office staff/SLT	Ongoing	Ongoing
	Communication methods are adapted to meet the needs of the family, for example English as an additional language (EAL) families, literacy difficulties or mental health barriers.	Office/SLT	Long-term	Where appropriate
	SEN parent forum will be set up to provide an opportunity for parents to access information and to ask questions	SENCO/TIC	Long-term	Termly