



Accessibility Plan

Weeting Primary School

April 2024

Document type	Published on school website and available to all staff
Last revision date	April 2024
Next revision date	April 2027
Owner	Jacqui Hardie, Headteacher
Version	1.0

Accessibility Action Plan

Weeting Primary School is 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

At Weeting Primary School we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school works in partnership with The Norman and The Duchy of Lancaster Schools (The Trinity Partnership), DEMAT, Norfolk County Council, Suffolk County Council and other voluntary organisations to develop and implement the plan.

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 document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be monitored by the Headteacher and the school SENCos. It will be reviewed by the headteacher.

Links with other policies

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

- Risk assessments

- Health and safety policy
- Special educational needs (SEN) information report
- SEND policy
- Health care plans
- Assess, Plan, Do, Review plans (APDRs)
- Class and whole school provision maps

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

Improving setting compliance with the Equality Act 2010

Target	Strategies	Timescale	What will success look like?
To share accessibility plan with children, families and other stakeholders.	Share with children at School Council meetings. Share plan at Parent and Community Forum. Share plan with SENCos. Parents meet with SENCos to access further support and advice. Annual SEND report is accessible to parents and other stakeholders on school website.	Termly Termly Termly Annual EHCP reviews Annually	Children's voice is heard and acted upon. Parent/school communication is strong. Shared strategic vision in place. Parents confidently contact SENCos for support and advice. Parent/school communication is strong.
To consistently use classroom adaptations to support children in all classes.	Visual timetables in place in all classrooms. Individual now and next boards used. Task lists used to support individual children's sequence of learning and organisational skills. Range of accessible manipulatives to support maths' learning	Reviewed half termly as part of APDR reviews.	Children are able to make independent choices and understand the routines and choices available to them during class times. Children are able to use in class adaptations to access a broad and balanced curriculum.

	available. Laptops and writing slopes available to support children's handwriting and recording. Vocabulary (word and image) and definitions displayed on all working walls. Words and images linked to previous and current learning on display on English and maths working walls.	Updated daily/weekly during sessions.	
To involve children in recruitment of school staff.	School council representatives to design interview task/questions. School council representatives to participate in school walk rounds with candidates.	As required	Children's voices are heard and acted upon.

Improving the physical access

Target	Strategies	Timescale	What will success look like?
To introduce visual component to emergency evacuation, invacuation and lockdown processes.	Symbol cards (photo of alarm, claxon, school bell) to be available in classrooms, hall spaces and in outside bag to be used to indicate evacuation, invacuation and lockdown processes.	Half termly during practices.	Visual prompt cards support children with hearing impairment or sensory processing needs to get to a place of safety quickly and safely during evacuation, invacuation and lockdown processes.
To review layout of lunch time space to ensure access for children with sensory difficulties.	Children to sit at table at top end of hall where it is quieter and less movement from other children. Children to access lunch time space in The Nest.	As new children join the school throughout the year.	All children access appropriate spaces during lunch times.
To improve the use of signs and symbols for children with visual impairments and picture form for children with communication and learning difficulties.	Visual timetables in place in all classrooms. Visual timetable in place to show lunchtime organisation in hall. Individual now and next boards used in all classrooms.	Reviewed half termly as part of APDR reviews.	Children are able to make independent choices and understand the routines and choices available to them during class times and lunch times.
To make use of highly visible markings to ensure the safety of	Check exterior lighting is working as part of monthly H&S site checks.	Monthly	Visually impaired children feel safe moving around and accessing school grounds.

children with a visual impairment.	Put black/yellow hazard tape on poles at end of play equipment to help demarcate.	As required	
	Demarcate edges of steps and other raised borders with yellow paint.	As required	
To review PEEP arrangements for identified child.	Ensure child with physical disabilities can be safely evacuated from building in the event of an emergency.	Annual review of PEEP	Physically disabled child can be safely evacuated.
To review wheelchair access into classrooms from outside area.	Cost and purchase portable ramp. Wheelchair access from classroom to outside area is accessible. Wheelchair access into school can be either through the main reception area or via the double doors at the end of the corridor leading to classrooms.	Reviewed annually or when wheelchair usage is increased.	Physically disabled child can access school and playground independently or with minimal adult support.
To provide accessible car parking.	Space to park in the staff car park next to the lowered pathway is provided.	As required	There is a place for disabled members of staff or visitors to park throughout the school day.
To update signage so that is accessible to those with visual impairments and wheelchair users with reduced eye levels.	Update signage in main entrance so that	Half termly	Key information about school is accessible to all staff, parents and visitors.
	Contact NCC sensory support team regarding accessible signage and presentation of key	As required	

	information. Cost and purchase new outdoor signage to identify school, main walk way into school and access to main reception.	By September 2025	
To improve signage information around school.	Create “Welcome to Weeting” leaflet with map of school enclosed. Create signage along shared corridors to show directions to classrooms and other spaces.	By July 2024	Key information about school is accessible to all children, staff, parents and visitors.

Improving inclusive practice and procedures

Target	Strategies	Timescale	What will success look like?
To improve the consistent use of accessible signage in classrooms and around school.	Visual timetables in place in all classrooms. Individual now and next boards used in all classrooms. Dual coding used to illustrate key learning facts and vocabulary on displays. Create signage along shared corridors to show directions to classrooms and other spaces.	Reviewed half termly as part of APDR reviews. Displays updated daily/weekly. By July 2024.	Children are able to make independent choices and understand the routines and choices available to them during learning times. Children are able to use in class adaptations to access a broad and balanced curriculum. Key information about school is accessible to all children, staff, parents and visitors.
To improve access to lunch time and after school clubs.	Transition planning time for teacher/club leader to share information and plans around individual children. Plan flexible attendance at clubs, with support from familiar staff alongside club staff.	As new children access club provision.	All children are able to participate in lunch time and before and after school club provision.
To promote positive transition experiences for children joining The Nest.	Use photos and Widgit images to create induction booklet for children coming into The Nest.	Review annually.	Children have a positive and successful transition into The Nest.

Improving curriculum access

Target	Strategies	Timescale	What will success look like?
To improve the consistent use of accessible signage in classrooms.	Visual timetables in place in all classrooms. Individual now and next boards used in all classrooms. Dual coding used to illustrate key learning facts and vocabulary on displays.	Reviewed half termly as part of APDR reviews. Displays updated daily/weekly.	Children are able to make independent choices and understand the routines and choices available to them during learning times. Children are able to use in class adaptations to access a broad and balanced curriculum.
To improve the use of signs and symbols for children with visual impairments and picture form for children with communication and learning difficulties.	Visual timetables in place in all classrooms. Visual timetable in place to show lunchtime organisation in hall. Individual now and next boards used in all classrooms.	Reviewed half termly as part of APDR reviews.	Children are able to make independent choices and understand the routines and choices available to them during class times and lunch times.
To improve access to lunch time and after school clubs.	Transition planning time for teacher/club leader to share information and plans around individual children. Plan flexible attendance at clubs, with support from familiar staff alongside club staff.	As new children access club provision.	All children are able to participate in lunch time and before and after school club provision.
To review PE curriculum to ensure	PE Lead and Coaching Team to	Annually	All children have access to PE and

PE is accessible to all children.	review PE curriculum to include disability sports opportunities. Plan in enrichment activities that involve access to disability sports opportunities from the local community.	At least bi-annually	are able to excel in the planned activities. All children have an improved understanding of disability sports and have had access to playing examples of this.
To improve progress made by children at SEN support and with an EHCP so that it as good as that made by children with SEN nationally.	Appoint new KS2 teacher with a focus on improving teaching and learning in maths. Analyse progress data to identify key priorities and groups of children for intervention support.	January 2024 Half termly through PPM and reviewed APDRs/class provision maps.	Intervention groups are based on needs analysis. Progress data shows improvements and that children's outcomes are in line with national expectations.
To improve staff understanding of individual children's needs.	Create one page "All About Me" information sheets for all children on SEN support and with an EHCP. Individual STEPS behaviour support plans are in place.	Reviewed half termly as part of APDR reviews.	Raised confidence of all staff in supporting children to access a broad and balanced curriculum. Children are supported consistently by all staff.
To consistently use classroom adaptations to support children in all classes.	Visual timetables in place in all classrooms. Individual now and next boards used. Task lists used to support individual children's sequence of learning and organisational skills. Range of accessible manipulatives	Reviewed half termly as part of APDR reviews.	Children are able to make independent choices and understand the routines and choices available to them during class times. Children are able to use in class adaptations to access a broad and balanced curriculum.

	to support maths' learning available. Laptops and writing slopes available to support children's handwriting and recording. Vocabulary (word and image) and definitions displayed on all working walls. Words and images linked to previous and current learning on display on English and maths working walls.	Updated daily/weekly during sessions.	
To improve access to ICT equipment to support children with identified physical needs.	Dedicated laptops for children to use record written responses. Referrals made in conjunction with parents for Occupational Health assessment and applications made to NCC Access Through Technology.	Ongoing	Children are able to demonstrate understanding and subject knowledge across all areas of the curriculum. Adaptive technology is used by children to access all areas of the curriculum.
To ensure that auxiliary aids are used to support children with a hearing impairment or loss in accessing a broad and balanced curriculum.	Contact NCC sensory support team regarding training and use of auxillary aids in classrooms. Costing and installation of hearing loop.	As required	Staff are able to use aids confidently and correctly. Children are able to demonstrate understanding and subject knowledge across all areas of the curriculum.

			Key information is accessible to all children, staff, parents and visitors with a hearing impairment or loss.
To ensure all school visits and trips are accessible to all children.	Complete individual risk assessments to ensure that children with identified SEND can access trips. Check that venues and means of transport are vetted for suitability. Meet with all staff accompanying class so that they are fully briefed with regards to children with SEND.	As part of termly trips and visit planning process.	All children are able to access all school trips and take part in a range of experiences.

Improving accessibility to information, advice and guidance

Target	Strategies	Timescale	What will success look like?
To improve range of information, advice and guidance for SEND available on school website.	Review current information available on SEN page of school website. Include links to organisations such as SENDIASS and Just One Norfolk and Suffolk Local Offer.	By July 2024	Website is up to date with relevant contact information for Norfolk and Suffolk organisations and national organisations to support SEND children and their families.
To carry out regular consultations with children and families about content and layout of school website.	Share with children at School Council meetings. Share plan at Parent and Community Forum.	Termly Termly	Children's voice is heard and acted upon. Parent/school communication is strong.
To develop system for two way information sharing with families of SEND children.	Develop child/family one page daily communication sheet that includes key information	By July 2024	Key information about children is accessible to staff and parents. Parent/school communication is strong.
To provide key school information in a variety of accessible formats.	Make copies of key information in: "easy read", large print, symbols, audio and first languages.	As required	Key information about school is accessible to all children, staff, parents and visitors.
To provide information around the Norfolk and Suffolk Local Offers for families without access to the internet.	Create library of information around Local Offers and display in main entrance foyer. Print off and distribute information that is supportive to individual families.	By July 2024 Ongoing	Key information about available support is accessible to families.

