



Accessibility plan

Policy Details:

Reviewed: July 2024

Next review: July 2025

Policy history:

July 2024	Rewrote policy	Cathy Elsley, Principal
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This policy will be reviewed at the Local Governing Board Meeting in Oct 2024



Accessibility Plan 2024 - 2027

Definition of disability

The Equalities Act 2010 defines disability as follows:

‘A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to perform normal day-to-day activities.’

The purpose of this plan is to show how Wistaston Church Lane Academy will reduce and eliminate barriers to access the curriculum and enable full participation in the school community for pupils, and prospective pupils, with a disability.

The plan will include how the school will:

- Improve the physical environment
- Make improvements in the provision of information
- Increase access to the curriculum

Wistaston Church Lane Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school will:

- Recognise its duty under the Equalities Act 2010
- Ensure this is consistent with the school’s aims and equal opportunities policy and the operation of the school’s SEND policy
- Not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not treat disabled pupil less favourably
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- Publish the Accessibility plan

In performing their duties, governors and staff will have regard to the code of Practice. The school will:

- Recognise and value parents’ knowledge of their child’s disability and its effects on his/her ability to carry out activities
- Respect the parent’s and child’s right to confidentiality
- Provide all pupils with a broad and balance curriculum, endorsing the key principles in the National Curriculum 200 framework, which underpins the development of a more inclusive curriculum
- Set suitable learning challenges
- Respond to pupils diverse learning needs
- Overcome potential barriers to learning and assessment for individual and groups of pupils



Current range of Disabilities within the school

The school has children with a range of disabilities including moderate and specific learning disabilities. This includes Autistic spectrum disorder, Downs Syndrome, hearing and visual impairment.

The majority of the school building and playground is accessible for wheelchair users and there are alternative access points to rooms if a wheelchair is too wide to use the classroom door. The school is single storey and there are three disabled toilets, one in the KS2 school building, one in KS1 building and one in the Nursery building.

When children enter school with specific disabilities, the school contact the LA professionals for assessments, support and guidance for the school and parents.

We have a list of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use if noted.

Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff, via the MIS system.

All support staff are first aid trained and also hold paediatric certificates, including all EYFS staff.

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.

When a pupil's disability might prevent access to the curriculum we seek to modify our approach to the curriculum or to alter our physical arrangements.



Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure that the accessibility plan becomes an annual item at the FGB meetings	Clerk to governors to add to list for FGB meeting in the Autumn term	Adherence to legislation	Annually	
To improve staff awareness of disability issues	Review staff training needs. Provide training as appropriate	Whole school community aware of issues	On-going	
To ensure that all policies consider the implications of disability access	Consider during review of policies	Policies reflect current legislation	On-going	
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults	Audit of accessibility of school building and ground by Governors. Suggest actions and implement as budget allows	Modification will be made to the school building to improve access	On-going	
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEND	SENCO to review the needs of children and provide training for staff as needed	Staff are able to enable all children to access the curriculum	On-going	
Ensure the curriculum is fully accessible to pupils with any type of difficulty or disability	Consider the way in which information is presented to pupils and the way in which they can communicate their ideas	Children are able to use alternative communication systems e.g. PECS	On-going	
To ensure that all children are able to access all out-of-	Review of out of school provision to	All providers of out-of-school education will comply with	On-going	



<p>school activities e.g. clubs, trips, residential visits etc.</p>	<p>ensure compliance with legislation</p>	<p>legislation to ensure that the needs of all children are met</p>		
<p>To provide specialist equipment to promote participation in learning by all pupils</p>	<p>Assess the needs of the children in each class and provide equipment as needed e.g. special pencil grips, headphones, writing slopes etc.</p>	<p>Children will develop independent learning skills</p>	<p>Reviewed termly by SENCO</p>	
<p>To meet the needs of individual during statutory end of KS2 tests</p>	<p>Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed</p>	<p>Barriers to learning will be reduced or removed, enabling children to achieve their full potential</p>	<p>Annually</p>	
WRITTEN/OTHER INFORMATION				
<p>To ensure that all parents and other members of the school community can access information</p>	<p>Written information will be provided in alternative formats as necessary</p>	<p>Written information will be provided in alternative formats as necessary</p>	<p>As needed</p>	
<p>To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings</p>	<p>Staff to hold parents' evenings by phone or send home written information</p>	<p>Parents are informed of children's progress</p>	<p>Termly</p>	