



## Accessibility Plan

### West Green Primary School

Reviewed on:	October 2023
Next Review:	October 2026
Staff Responsibility	SLT
Governor responsibility	B&R Committee
Signed by Chair	Tim Sparrow

### Safeguarding Statement

At West Green Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at West Green Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

# Accessibility Plan

## West Green Primary School

### Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Action plan .....	4
4. Monitoring arrangements.....	7
5. Links with other policies.....	7
Appendix 1: Accessibility audit.....	8

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

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

### 2. 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 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.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

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

#### Aim: Increase access to the curriculum for pupils with a disability

##### Current Provision

- Home visits of all children entering Reception allows for advanced planning of how best to cater for specific needs
- Staff receives regular up-to-date training on SEND, enabling members to identify and assess needs more accurately
  - Clear, quick referral procedure for children with suspected SEND.
- In house Speech and Language Unit
- Thorough differentiation of all teaching activities
- Focused intervention work for children making insufficient progress
- Thorough handover process with receiver secondary schools and transition reviews with parents and carers
- Classroom seating plans based on visual and hearing impairments
- Extra PE support for children with weak gross motor skills
- Haringey 'All about me' programme for children with ASD transitioning to secondary school
- Staff visits to specialist schools to learn good practice
- School counselling service available
- Our school offers a differentiated curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum resources include examples of people with disabilities.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed to ensure it meets the needs of all pupils.
- All emergency exits are signposted.

##### Future Improvements

- Review all current policies, ensuring compliance with Equality Act 2010
- Educate all children about specific disabilities, making them more aware and more understanding of the needs of others
- Expansion of volunteers reading programme – making links with local Secondary Schools
- Improved environments for children with sensory needs

## Actions to be taken and success criteria

1. Plan, organise and deliver 'Autism Awareness Week' in order to promote understanding and empathy amongst all children in the school
2. Recruitment and training of additional parental volunteers in order to support development of reading fluency and comprehension skills in SEND children
3. Quiet, low-stimulus workstations in classrooms for children with sensory needs. Purchase of ear defenders where necessary

## Budget and responsibility

1. SEND Team – SEND budget
2. English Lead in collaboration with reading volunteers- No budget
3. SEND team, School Business Manager – SEND budget

## Aim: To improve and maintain access to the physical environment

*Currently we are awaiting several DDA Compliant building works which are to be done by Haringey Council. As this is the case it may not be feasible to fulfil all long term objectives related to physical environment within the lifetime of this accessibility plan. Therefore, some aims and objectives may roll forwards into subsequent plans.*

## Current Provision

- All playgrounds and outside space accessible to unaided wheelchair users
- Health registers advise all staff of specific medical needs of children
- Dietary requirements are catered for in the kitchens. kitchen staff is aware of children with specific food allergies
- Lighting replaced across whole school

## Future Improvements

- Disabled access to main floor of the school or removable ramps
- Disabled toilet available on main floor
- Internal signage

## Actions to be taken and success criteria

1. Ensure access is available for those who require it.
2. Look at access for future classes should any needs arise.
3. Continue consulting with Haringey Council re: building works
4. Look for funding opportunities to develop the physical environment for disabled users
5. Internal signage to be designed by School Council

## Budget and responsibility

1. Site Manager and building committee
2. Headteacher, Site Manager and building committee
3. Site Manager, Headteacher – Site budget
3. School business manager
4. SEND lead and school council

## Aim: To improve the delivery of written information

### Current Provision

- Enlargement of all curriculum resources for those with specific difficulties
- Access to ICT and word processing facilities
- All documentation and correspondence published by the school is written in plain English
- A variety of word programmes to support children in better accessing reading ex. Hold a sentence, 5 minute literacy box

### Future Improvements

- Barrington Stoke reading books with wide spaced print for children with visual impairment and dyslexia to be purchased
- All information about things going on inside school is accessible from home
- Redesign of school website to ensure greater clarity and ease of use
- Children with disabilities to have better access to ICT programmes that support development on literacy skills

### Actions to be taken and success criteria

1. Redesign of school website to ensure clear layout and quick access to required information (ability to translate content into other languages and to zoom and enlarge text)
2. All correspondence to be emailed to parents and/or be made accessible via the website (thus ensuring those with physical disabilities can access information from home)
3. Barrington Stokes books to be purchased

## Budget and responsibility

1. SLT and website consultant – Administration budget
2. SLT, and office staff – no budget
3. English Lead – English budget

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the B&R Committee and the head teacher.

#### **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Features	Description
<b>Number of Stories</b>	<p>West Green Primary School is a three story building with an additional mezzanine level between the ground and first floor. This level can be accessed from the ground floor via a short flight of internal stairs. The main entrance to the building is on the ground floor however there are three steps making it inaccessible via a wheelchair.</p> <p>The basement houses the boiler room for the building. Access is only permissible to the site manager and to works contractors. All other floors, including the mezzanine level, are regularly accessed by staff, pupils and visitors to the school.</p>
<b>Corridor Access</b>	<p>The ground and first floor have corridors measuring 1.37m at their narrowest point.</p>
<b>Lifts</b>	<p>N/A</p>
<b>Parking Bays</b>	<p>There are no parking bays for visitors or staff on, or immediately around West Green. Staff pay for parking permits and visitors to the school are able to use the Pay and display parking. There are disabled bays available near the school.</p>
<b>Entrances</b>	<p>The ground floor has 6 possible entrances and exits in total, although only 4 of them are used by children, parents and staff on a regular basis. At times of drop off and collection, these 6 entrances and exits to the grounds can be accessed by two external gates in the school's perimeter wall. In the interest of safety, these gates are closed at all times during the school day, apart from drop offs and collection, restricting access to the school premises to keyed gates. Staff have access to these and visitors must buzz the office to be let in. A third gate in the school's perimeter provides access to the kitchen and is only used for large deliveries under the</p>



	<p>supervision of the site manager.</p> <p>Basement has 1 entrance from the ground floor.</p>
<b>Ramps</b>	<p>There is one external ramp giving access to the Reception Class. There are no ramps within the building.</p> <p>A second ramp is access to the kitchen for food deliveries.</p>
<b>Toilets</b>	<p>The ground floor has separate toilets for each sex, and reception and nursery has mixed toilets.</p> <p>There are four staff toilets. Two on the ground floor (one is for exclusive use of the catering staff), one on the mezzanine level and one on the second floor.</p>
<b>Reception Area</b>	<p>There is a wide reception area on the ground floor with seating for four. The reception area is accessed and exited via a set of double doors. The main entrance gate, external and internal doors all require a staff scanning cards or key code access.</p>
<b>Internal Signage</b>	<p>All emergency exits are clearly signposted. Each room has an individualised fire escape plan near the door. These have highlighted escape routes.</p> <p>There is no internal signage to specific areas or rooms.</p>
<b>Emergency Escape Routes</b>	<p>There are six emergency exits from the ground floor.</p> <p>There is an emergency stairwell exit from the first floor which is in addition to the usual school staircase that leads to a fire exit on the ground floor.</p>