



**John Wycliffe Primary School**  
(An Academy within Inspiring Primaries Academy Trust)



**Accessibility Plan**

Date Agreed: **Autumn 2022**

Term to be reviewed: **Autumn 2025**

## 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.

All schools within Inspiring Primaries Academy Trust recognise every child as a unique individual, celebrating and welcoming differences within our inclusive school communities.

Our curriculum is designed to build resilience and respect, enabling our children to become creative and critical thinkers with well-developed interpersonal skills who understand how they learn. We recognise and build on each child's prior learning and provide a wealth of first hand experiences and enhancement opportunities to engage them. We emphasise learning opportunities available throughout our communities and surrounding areas. We firmly believe childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for knowledge.

In our opinion, play and playfulness are part of life and any education that does not communicate joy, wonder, amazement, fascination and delight has failed.

Children leave JWPS with a sense of community belonging and the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

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

This policy complies with our funding agreement and articles of association.

### 3. Action Plan

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

Aim	Current Good Practice	Targets / Actions To Be Taken:	Person(s) Responsible	Timescales
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<ul style="list-style-type: none"> <li>● JWPS offers a differentiated curriculum for all pupils</li> <li>● We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>● Curriculum resources include examples of people with disabilities</li> <li>● Curriculum progress is tracked for all pupils, including those with a disability</li> <li>● Targets are set effectively and are appropriate for pupils with additional needs</li> <li>● The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<ul style="list-style-type: none"> <li>● Learning aids to be produced</li> <li>● Intervention training for support staff</li> <li>● Termly learning support meetings to take place to assess and address pupil needs.</li> <li>● Training for teachers on differentiating the curriculum for disabled children as required.</li> <li>● Staff trained to meet individual medical needs of pupils where applicable.</li> </ul>	<p>SENDCo</p> <p>SENDCo</p> <p>SENDCo / Class Teachers / Parents</p> <p>Headteacher</p> <p>Headteacher / SENDCo</p>	<p>In line with current pupils needs</p> <p>In line with current pupils needs</p> <p>Termly with annual review</p> <p>In line with current pupils needs</p> <p>In line with current pupils needs</p>
<p><b>Improve and maintain access to the physical environment</b></p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>● Ramps</li> <li>● Accessible doorways, including internal and external doors</li> <li>● Corridor widths monitored and cleared of peripheral items</li> <li>● Disabled parking bays</li> <li>● Disabled toilets and changing facilities</li> <li>● Library shelves at wheelchair-accessible height</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure each area of the school has wheelchair access and egress.</li> <li>● Consider emergency systems having visual alarms</li> </ul>	<p>Headteacher / Premises Officer</p> <p>Headteacher / Premises Officer</p>	<p>Ongoing review In line with current pupils needs</p> <p>Costings and implementation plan to be explored in 2022/23 as preparation for potential future pupil need.</p>

<p><b>Improve the delivery of information to pupils with a disability</b></p>	<p>Our school has a communication champion (Mrs Beck - class teacher) who works to ensure a communication-friendly environment in school.</p> <p>Our school uses a range of communication methods to make sure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>● Internal signage</li> <li>● Large print resources</li> <li>● Braille (when required)</li> <li>● Pictorial or symbolic representations, including visual timetables in every classroom.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure signage is suitable for non-readers, is clear and well situated</li> <li>● The school makes itself aware of the services available through the LA for converting written information into alternative formats</li> </ul>	<p>Headteacher / SENDCo / Communication Champion</p> <p>Headteacher / SENDCo / Communication Champion</p>	<p>Ongoing review In line with current pupils needs</p> <p>Ongoing review In line with current pupils needs</p>
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#### 4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the LGB in association with the Headteacher, SENDCo, Communication Champion and Premises Officer.

It will be approved by the Headteacher and LGB.

#### 5. Links with other policies

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

- Individual and school-wide risk assessments
- Health and safety policy
- Special educational needs (SEN) policy, with its provisions for *supporting pupils with medical conditions and equality information and objectives*
- IPAT Inclusivity Policy