



**North Wheatley
CofE Primary**

**North Wheatley C of E Primary School
Accessibility Plan**

May 2023

**North Wheatley C of E Primary School
Headteacher: Mrs Thomson**

Sturton Road, South Wheatley, Retford Notts DN22 9DH

Tel: (01427) 880409

Email: head@northwheatley.notts.sch.uk

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North Wheatley C of E Primary Accessibility Plan

1. Introduction

Since September 2002, the Disability Discrimination Act 1995 has been extended (by the Special Educational Needs and Disability Act 2001) to cover discrimination faced by disabled students in schools and colleges. The Governing Body has since had three key duties towards disabled pupils, under part 4 of the DDA:

- Not to treat disabled pupils less favorably for a reason related to the disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

2. Defining disability

First, the definition of disability in the DDA (in other words, which students are covered) is not the same as the definition for Special Educational Needs. In particular, the DDA covers only those who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This definition is considered in detail in guidance produced by the Disability Rights Commission. The DDA also covers those with:

- Severe disfigurement
- Impairments which are controlled or corrected using medication, prosthesis or aid
- Progressive symptomatic conditions
- A history of impairment
- Cancer, HIV or multiple sclerosis at the point of diagnosis

However, the DDA does not cover addiction to or dependence on nicotine, tobacco or other non-prescribed drugs or substances, hay fever, or certain mental illnesses which have antisocial consequences.

Accordingly, it might be possible for a student to have special educational needs but not be disabled for the purposes of the DDA and vice versa (although most disabled students will also have special educational needs).

3. Aims of the accessibility plan

North Wheatley C of E Primary has a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning and participation. The school works hard to ensure that pupils with disabilities participate fully in school life. Disabled pupils attend all school trips and residential visits, ensuring that risk assessments consider additional resources and adjustments that need to be made. The school is fully accessible to wheelchair users. It has systems in place to administer medication, should any pupil with a disability require it.

This access plan sets out proposals to increase access to education for disabled pupils and improvements to the physical environment to improve the extent to which disabled pupils can take advantage of education and extended services.

The aims of this access plan are:

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and in finding practical solutions
- To increase the confidence and expertise of staff and support staff when teaching or aiding pupils with a wide range of disabilities
- To develop strong collaborative relationships with pupils and parents and increase satisfaction in the provision made by the school
- To promote equality of opportunity and positive attitudes towards children, young people and adults who are disabled
- To ensure that pupils with additional needs have access to high-quality teaching and resources which are stimulating and appropriate
- To ensure that information is made more accessible for pupils, parents and visitors
- To improve the physical environment of the school to increase safe access for pupils, staff, parents, community users and visitors.

3. Action plan

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

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Task completed
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Access to the curriculum

Create effective learning environments	Ensure consistent use of dyslexia-friendly resources throughout school	Autumn term 2022	SENCo time	All staff	Governors	
Ensure children who have conduct disorders can fully access the curriculum	Examine observed behaviours from a communications standpoint Therapeutic work to include Applied Behaviour Analysis (ABA) and Pivotal Response Training (PRT)	Ongoing	TA time	TA staff	SEN TA	
Ensure ICT is used appropriately for disabled pupils	Encourage staff to use ICT as a method of recording work	Autumn term 2022	Finance for iPad	SENCo	Governors	
Develop and support staff understanding of learning disabilities	Share the difficulties to learning checklists to each Key Stage Arrange training on autism, self-regulation and sensory breaks	Autumn term 2022	INSET	SENCo	SLT	
Increase provision for pupils identified as ASD	SENCo to audit and order appropriate resources Provision of sensory and behavioural support via ABA and PRT	Spring term 2023	SENCo time SEND funding	SENCo TA time	SEN TA	

Access to information

To make information available to parents/carers in alternative format	Letters available on request in large print, on coloured paper and in a range of languages SEN TA and SENCo to provide support for parents/carers of children with disabilities through regular meetings and support with form filling	Autumn term 2022	SENCo and SEN TA time	Office team	HT	
Ensure that information about pupil needs is shared effectively throughout school	SIS plans to be maintained and organised in chronological order providing evaluation of progress Office staff to update scholar pack with disabilities and area of SEN need Health care plans updated annually Health care plans shared with relevant staff	Autumn term 2022	SENCo and SEN TA time	SENCo	SEN Governor	
To make information on the SEN policy and local offer accessible for parents	Update SEN policy annually Publish the school's local offer on website and Notts LA website	Annually	SENCo time	SENCo	SEN Governor	

Access to the premises

Ensure site access meets the diverse needs of pupils, staff, parents/carers and community users	Contact PDSS (Physical Disability Support Service) for advice on premises modification if pupil with additional needs joins the school	Ongoing	SENCo time	Office staff Site manager	Governors	
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Care needs and safety issues

To ensure safe evacuation of pupils and staff	Review Personal Emergency Evacuation Plans (PEEP) annually and ensure they are copied to relevant staff	Ongoing	Office time	SENCo / Office staff	SEN Governor	
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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 Full Governing Board.

5. Links with other policies

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

- Special Educational Needs Policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Behaviour Policy
- Supporting pupils with medical conditions policy
- Emergency Plan
- School Improvement Plan