



# Accessibility Plan

Created by Geoff Holmes/Alison Gooderson  
Approved by the Governing Body:

Date: January 2025

Date: 21/1/25

Chair of Governors:

Date: 21/1/2025

Headteacher:

Date: 21/1/25





## Weston Primary & Nursery School

### Accessibility Plan

#### Vision

##### **A Community, Learning and Growing**

- *Our school's strong community includes our pupils, staff, parents, governors and others.*
- *All members of this community are growing, learning and flourishing alongside one another.*
- *To do this, we need strong roots to support our growth as individuals.*
- *Our Christian Vision is based on Psalm 1 which compares people to trees, growing and flourishing.*
- *We also learn about a range of Christian Values to help us understand the life and teachings of Jesus.*
- *Our school logo reflects this vision, and also our rural location.*

#### Aims

##### **Learn, Achieve, Enjoy**

- **welcoming all into our safe, friendly school**
- **nurturing each child to achieve their full potential and develop self-confidence**
- **preparing children for the rest of their lives**
- **promoting Christian and British Values**
- **working as a team with close links to the rest of the community**
- **with high expectations of everyone.**

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.



## **Objectives**

Our aim is to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Weston Primary & Nursery School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Weston Primary & Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Weston Primary & Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Information & Objectives Policy



- Behaviour Policy
- Curriculum Policies
- Health & Safety Policy
- School Development Plan
- Special Educational Needs Policy
- Teaching and Learning Policy
- Supporting Children with Medical Conditions Policy

The Accessibility Plan for physical accessibility relates to the Accessibility Audit of the School, which remains the responsibility of the governing body. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.



The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Full Governing Body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **SENCo**
- **Site Manager**

**A plan of the school buildings showing areas of accessibility is shown below**



## Accessibility Plan

An Access Audit was carried out by the Head teacher and Site Manager in Spring 2024

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Weston Primary & Nursery School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period.

| <b>Short Term</b> | <b>Targets</b>                                                                                                                                                               | <b>Strategies</b>                                                                                                   | <b>Outcome</b>                                                                                                                                                                                                    | <b>Timeframe</b>          | <b>Goals Achieved</b>                |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------|
|                   | The school to continue to implement staff development regarding the work process of children with disabilities e.g. mental effort needed, time taken to complete activities. | Any relevant training to be attended by SENCo and /or new staff                                                     | Staff will accommodate expectations of disabled children in the light of their needs<br>All staff & classrooms will have access to necessary materials to support the work process of children with disabilities. | On-going / when necessary |                                      |
| <b>Short Term</b> | The school will provide alternative ways for pupils to access the curriculum in the event of a short term medical issue i.e. broken limb.                                    | ICT equipment could be used for pupils who cannot write. Location of lessons altered should access be a difficulty. | Staff will accommodate the needs of all pupils and they will be able to access all aspects of the curriculum                                                                                                      | On-going / when necessary |                                      |
| <b>Short term</b> | Review documentation on website to check accessibility for parents with English as an Additional Language                                                                    | Discuss with Website manager the possibility of a translator tool on the school website                             | The website will be accessible to all parents with English as an additional language.                                                                                                                             | By Sept 2018              | Available on Website                 |
| <b>Short Term</b> | The school will continue to provide easy access around                                                                                                                       | Purchase / Creation of appropriate signing to be                                                                    | All users of school will be able to find their way around                                                                                                                                                         | On-going / when necessary | Ramp installed outside Rowling Class |

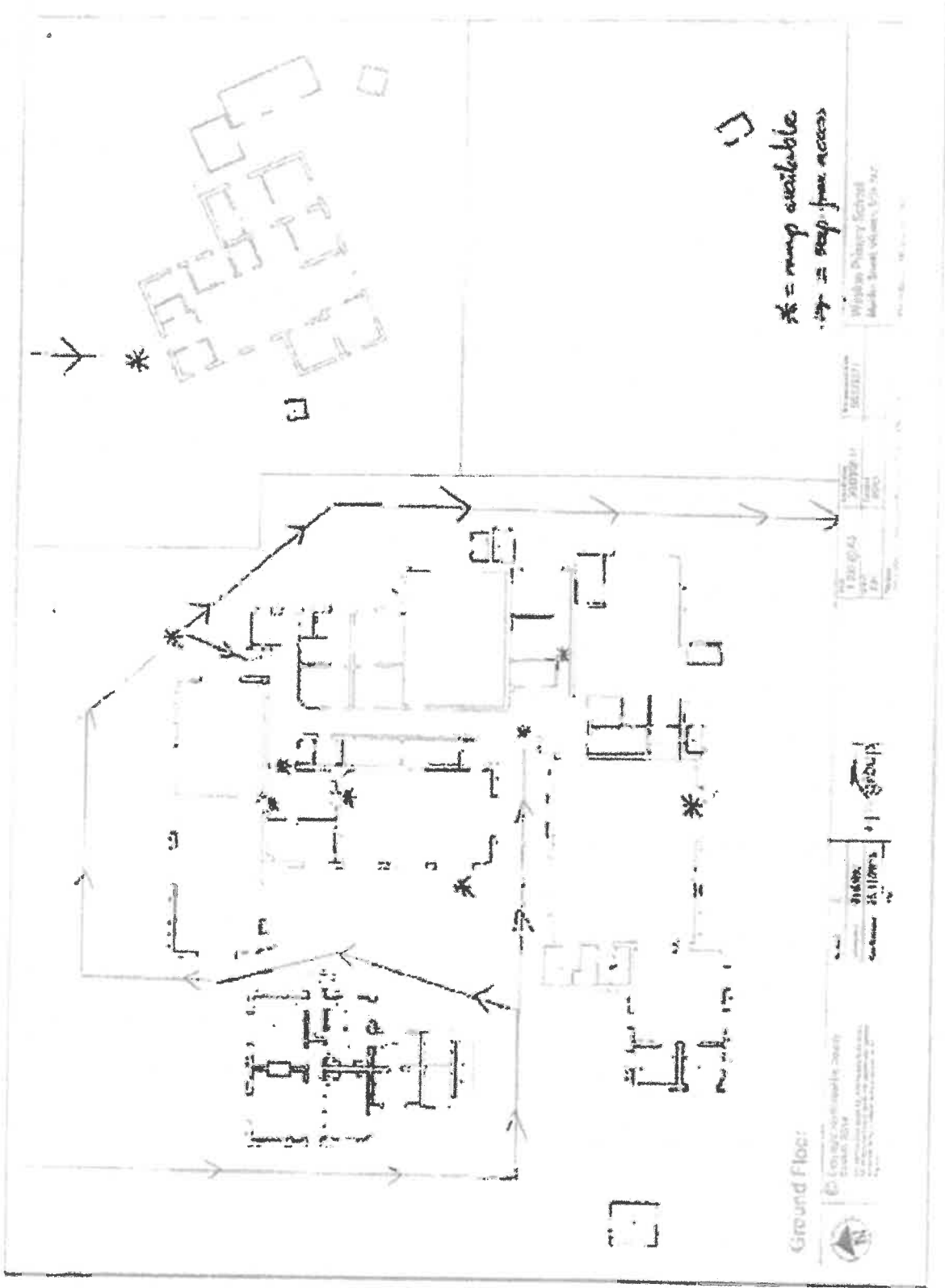


|                    | the school site [internally and externally] to make the use of the school building accessible to all users.                                                                   | investigated by the school and put up as and when needed.                                                                                                                                    | the school campus with ease.                                                                                                      |                           | New signage to direct visitors to the office.<br>Portable ramps purchased - stored in the hall store room |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Medium Term</b> | The school will provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities e.g. some forms of PE | INSET/Advice sought from North Herts School Sport Partnership                                                                                                                                | If needed children will be given alternative PE activities.<br>INSET will be provided if the school has a wheelchair bound pupil. | On-going / when necessary |                                                                                                           |
| <b>Medium Term</b> | Develop further the buddying and mentoring system for children with a range of disabilities                                                                                   | Careful selection of pupils to act as mentors for those pupils with learning disabilities<br>Any pupils with food allergies or eating disorders to be paired with a carefully selected buddy | When appropriate disabled children will be able to use the Buddying system to help in all aspects of school life.                 | On-going                  | Buddying in place in the dining hall currently                                                            |
| <b>Medium Term</b> | The school will make available written material in alternative formats when specifically requested                                                                            | The school will make itself aware of the services available for converting written information into alternative formats.                                                                     | As the need arises all parents will be able to access school information in different formats                                     | On going                  |                                                                                                           |
| <b>Long Term</b>   | The school will ensure that school visits will be made accessible to all pupils irrespective of attainment or impairment subject to funding available for extra staff.        | Extra funding will be sought to allow additional adult support to accompany disabled pupils on school visits. This would be an essential element if such visits were to take place.          | As the need arises all children will be able to take part in all school visits subject to adequate funding.                       | On-going                  |                                                                                                           |

Reference should also be made to the Equality Information and Objectives Policy  
This plan is constantly under review to accommodate any new starters with a disability.

**Review Spring 2024**  
**Next Review Spring 2027**







**In addition to Quality First Teaching, pupils with SEND will have access to:**

- **When needed, a differentiated curriculum, planning, activities, delivery and outcome**
- **Broad and balanced skills based curriculum alongside peers**
- **Visual aids and modelling**
- **Visual timetable**
- **Home/school communication book**
- **Range of teaching styles**
- **Multisensory approaches to learning**
- **Talk Tins**
- **Maths manipulatives**
- **Range of learning opportunities individual/paired/group/whole class**
- **Access to teacher and/or teaching assistant during independent learning**
- **Extra Little Wandle interventions for phonics**
- **Blanks questioning**
- **Extra Thinking time**
- **Social stories**
- **1:1 reading support**
- **Tracked Spellings**
- **Effective resources including the use of computing**
- **Coloured paper and overlays**
- **Informative/interactive displays**
- **After school and lunchtime clubs including Lunchtime nurture group**
- **Information evenings, newsletters, the school's website, outcomes, parent coffee afternoons with guest speakers**
- **Handwriting groups/interventions, pen grips**
- **Communicate in Print resources**
- **Provision Monitoring**
- **Personalised targets within a Learning Planner (APDR) with Termly reviews with parents**
- **Access to Sensory room/resources and break out areas**
- **Speech & Language Support (Elklan trained staff/WellCom)**
- **North Herts Behaviour Support Team**
- **Woolgrove Outreach**
- **School counselling when deemed appropriate**
- **School nursing team**

