



## Accessibility Plan

### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their 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.

This plan sets out the proposals of the Staff and Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

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

### 1. Starting points

**1A:** The purpose and direction of the school's plan: vision and values

We have high ambitions for any of our pupils who may be disabled, and we expect them to participate and achieve in every aspect of school life.

The school has set the following priorities for the development of the vision and values that inform the plan:

As a small village school, we feel that we have a duty to provide the best education possible for those members of the village community who are of school age; regardless of whether they are able or disabled. We will strive to accommodate whatever disabilities we are faced with, utilising the support of outside agencies wherever necessary.

#### **1B: Information from pupil data and school audit**

As of today (January 2024) we have no pupils who have Special Needs with regard to access.

#### **1C: Views of those consulted during the development of the plan**

We have consulted with staff, parents and pupils in the development of the plan. Most agreed that the school was very inclusive, with parental support being very high. Parents of pupils with particular issues were able to recommend suitable points for help and support, and the school is proud of the way it works with the parents to obtain the best help and support for their children.

## **2. The main priorities in the school's plan**

**2A: Increasing the extent to which disabled pupils can participate in the school curriculum.**

As we have no pupils with Special Needs with regards to access the following is hypothetical and will be updated as and when necessary.

The basis around this can be achieved is through Teaching Assistants who are able to work alongside pupils and support them. Therefore, to maintain participation, it would be beneficial to increase the number of TA hours available. This would be subject to budget scrutiny.

The use of outside agencies for support, advice and training will continue to be sought in order that TAs and teachers can be advised effectively.

Resource will be sought by the school SENCO which can make continued inclusion possible.

Early identification of the needs of any new pupils with disabilities is also an important part of this plan.

The school has set the following overall priorities for increasing curriculum access:

- Ensure that TAs are well trained, supported and utilised
- Ensure that new pupils with problems are quickly but effectively identified, and their needs known and met
- Ensure that outside agencies continue to be approached in dealing with issues involving greater expertise than staff possess

**2B:** Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school has built a ramp to the KS2 classroom.

Other physical changes will be on-going as and when the school learns of the needs of any disabled children who might attend in the future.

The school has set the following priorities for physical improvements to increase access:

- Ensuring that whatever mobility/accessibility problems new pupils have can be quickly and effectively managed:

**2C:** Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

As a Primary school we do not rely on providing too much information for any pupil in a written format. Those who have disabilities therefore are no different from other pupils. We are not aware of any parents who have need for information in any other format.

If at any time we became aware of the need for written information to be produced for any other audience, we undertake that we would enlist the support of outside agencies who could assist us.

The school would set the following priorities for providing information for disabled pupils:

- To continually monitor the success of our written communications.
- To provide amended/altered information available as and when needed.

The school should set out its priorities for its plan. Identify the overall priorities here and then work these into more detail in a set of action plans.

### **3. Making it happen**

**3A:** Management, coordination and implementation

The plan is discussed by the Governor working party and staff, with a view to reporting back to the main body. Major items from this plan appear on the School Improvement Plan on an annual basis.

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Major items to appear in the SDP
- Headteacher to take lead on major initiatives
- Class teacher to take on day-to-day responsibilities for the pupils in their care.

**3B: Getting hold of the school's plan**

Wootton St Andrew's Church of England Primary School Accessibility Plan January 2023

The school has set the following priorities for making its plan available:

- It is kept as a hard copy in the main office and on the Head's laptop with all other new policies
- A copy will be made available on the school website

Approved by: Headteacher  
Chair of Governors:  
Governors:

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