

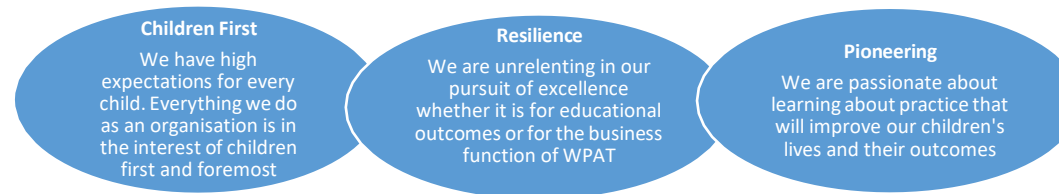


Accessibility Plan

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WPAT Core Principles



Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

WPAT and all the staff at its schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

WPAT Core Principles are shown above.

The plan will be made available online on the Trust and schools websites, 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 Trust has prepared this plan and supports its schools in the development and implementation of the plan.

We will also work with any agency to achieve the aims of the plan if it helps us adhere to our Core Principles.

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.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

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.

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

This Plan is informed by our Accessibility Audit and guided by WPAT Compliance Monitoring procedures.

3. Accessibility Action plan

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

Aims	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Person responsible	Date to complete actions by	Success criteria
<p>Aim 1.</p> <p>Increased access to the curriculum for pupils with a disability</p>	<p>School organise staff training on curriculum access, assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation</p>		SENDCo		

1:4 Quality assurance of provision.	ensure that the needs of all pupils are met.	agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.			
<p>Aim 2.</p> <p>Improve and maintain access to the physical learning environment</p> <p>2:1 School councils and parent groups to have input for pupil / parent voice</p> <p>Inspection of the physical learning environment.</p> <p>2:3 Plan and QA actions for improvement</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>Our audit shows that:</p> <ul style="list-style-type: none"> Ramps Elevators Corridor width Disabled parking bays Disabled toilets and changing facilities <p>desks, internal doors, cloakroom areas at wheelchair-accessible height</p> <p>The environment provides appropriate access to the public and the car park through an intercom system which is height appropriate for disabled visitors.</p> <p>Our Audit shows that:</p>	<p>The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings</p>	All staff	July 2022 or when needed	<p>IEPs in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met. Parents have full access to all school activities including after school clubs and PTA events. Access issues do not influence recruitment and retention issues</p> <p>Disabled parents/carers/ visitors feel welcome</p> <p>Visually impaired people feel safe in school grounds and in school buildings</p> <p>Evidence that appropriate considerations have been made wherever physical school improvements are carried out.</p> <p>All disabled pupils and staff working alongside are safe in the event of a fire</p>

	<ul style="list-style-type: none"> Front disabled parking bays are at an acceptable distance from the main school office but disabled bays at the side of school are defunct as there is no dropped curb. Improve external and internal environment access for visually impaired people Fire risk assessment to continue to be reviewed each term and evacuation procedures practiced every term 	<p>To remove disabled parking markings at the side of school</p> <p>To renew yellow strip mark step edges Regularly replace broken blinds in classrooms and other spaces</p> <p>To create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p>	<p>CJ/JY/IN</p> <p></p> <p></p> <p>Ongoing</p>	<p>Completed August 2021</p> <p></p> <p>2022</p> <p>Every term</p>	
<p>Aim 3.</p> <p>Improve the delivery of</p>	Our school uses a range of communication methods to	To create and offer information in alternative formats. Access arrangements	JK/CJ/MM	Completed but ongoing each year	All parents receive information in a form that they can access

<p>information to pupils with a disability</p> <p>3:1 Staff induction and training.</p> <p>3:2 Working in partnership.</p> <p>3:3 Quality assurance of the delivery of information</p>	<p>ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Specialist devices. • We provide information and letters in clear print in "simple" English. School office support and help parents to access information and complete school forms. • Guidance is given to staff on dyslexia and accessible information • Access to translators, sign language interpreters are offered if possible 	<p>are considered and put into place for statutory testing</p> <p>To adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible</p>	JK	Every term	<p>All parents can understand what the school information is about</p> <p>Excellent communication between pupils, parents and school.</p> <p>On-going appropriate use of resources</p> <p>Pupils and/or parents feel supported and included</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.</p>
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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 board of trustees / Audit / Standards committee and the headteacher of each school.

5. Links with other policies and Procedures

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

- Risk assessment policy
- Health and safety policy
- Equality Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- WPAT Compliance Monitoring.

This Audit Document informs our Accessibility Plan and is guided by WPAT Compliance Monitoring **Appendix 1:**

Accessibility audit WPAT - Bruche Primary School Date of Audit: 14.06.23

Feature	Description of Situation now	Actions to be taken to Improve accessibility	Person responsible	Date to complete actions by
Corridor access all areas?	Yes	None	TR	-
Lifts and hoists compliance	N/A	N/A	N/A	N/A
Entrances	Clear and appropriate width	None	TR/CJ	-
Ramps	Clear, accessible and safe	None	TR	-

Toilets gender and disability	Boys and girls toilets, clear access to disabled toilet	None	IG	-
Reception area access and information	Clear, accessible and safe	None	CD/ IG	-
Staircase access	N/A	N/A	N/A	-
Evac chairs in place?	None	Address when needed	CD/ IG	-
Emergency Lighting	Functioning	Continue with monthly checks	IG	Ongoing
Evacuation Procedures in place and staff aware.	Yes displayed on notice boards in each key stage and on Trello	None	CJ	-
Fire doors. Fire risk assessment. Alarm test schedules - see Compliance list	All up to date and comply with government standards	Continue to complete monthly checks	IG	Ongoing
Classroom access and equipment available for all abilities?	Yes	None	CJ	-
Playground and play / gymnasium equipment.	Operative and safe	Continue with The Play Inspection Company to inspect equipment each year	IG/CJ/CD	Once a year
Risk assessment procedures and records	All up to date	Continue to update in line with standard operating procedures and national recommendations	CJ/IG/CD	Ongoing

Media and resources for visual and hearing impaired in place?	None	Address when needed	CJ	-
First aid provision	Bruche has the correct ratio first aiders to pupils and staff	Continue to renew staff first aid training	CJ/LJ/CD	Ongoing
Mobile buildings.	N/A	N/A	N/A	-