



Westlands Primary School

Disability and Accessibility Plan 2023-2026

This Accessibility Policy and Plan are in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. This plan should be read alongside our Equality Policy and SEND Information Report.

Westlands Primary School and Westlands Little Stars Nursery are situated within the suburbs of Newcastle under Lyme and serve Westlands, Thistleberry and surrounding areas. We share a site with Newcastle Academy. There are currently 204 children in the school, aged 4-11 years and The aims of the school are as follows:

- To maintain and develop the high standards achieved by children at the school
- To enable all children to achieve their potential by providing a broad, balanced and differentiated curriculum, regardless of their physical, sensory, social, spiritual, emotional and cultural needs
- To enable children to take responsibility for their own learning
- To enable learning to take place in a stimulating and challenging environment , within a positive, caring and supportive atmosphere
- To enhance the school curriculum by providing opportunities for children to develop skills through a range of extra-curricular activities
- To encourage children to value , respect and care for others and to take pride in their school
- To encourage children to take an active role in developing and promoting the ethos of the school
- To continue to maintain the positive relationships which exist between school, home and the wider community

Introduction

What is meant by disability? The Equality Act defines a disability as:

‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’

This definition includes a wide range of impairments, including those that are not immediately visible. For example, autism spectrum disorders, speech and language delays and impairments affecting sight or hearing. It also covers certain medical conditions when they have a long-term and substantial effect on pupils’ everyday lives.

This accessibility plan sets out the proposals for the Governing Body of Westlands Primary School to increase access to education for disabled pupils in three areas required by the planning duties in the Disability Discrimination Act (DDA) 1995 & 2005 including:

- **Improving the physical environment of the school, adding specialist facilities as necessary, to increase the extent to which disabled pupils can access education**
- **Increasing access to the curriculum for pupils with a disability, making reasonable adjustments as necessary**
- **Improving the availability of written information to pupils, parents and visitors**

In addition, the Disability Equality Duty (2006) requires all schools to:

- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of those with a disability
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled individuals
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary.

Accessibility planning in Westlands Primary School are aimed at:

1. Improving the physical environment of the school, adding specialist facilities as necessary, to increase the extent to which disabled pupils can access education

The school is all on one level and is generally accessible to disabled users. Disabled access has been further improved during recent building projects through the addition of ramps leading to outdoor learning areas.

The school is committed to further developments, within the limits of available resources in order to improve disabled access both into and inside the building. Any future building projects will take into account the needs of disabled pupils, staff and other school users.

We will continue to review our furniture and classroom layouts to ensure continued access and movement for disabled pupils.

We will review the impact of ICT equipment purchased for the use of disabled pupils and continue to purchase appropriate hardware and software, as necessary.

We will review mobility and access issues relating to the building at Building and Grounds committee meetings.

2. Increasing access to the curriculum for pupils with a disability, making reasonable adjustments as necessary

We are committed to providing an inclusive environment and use a variety of teaching strategies to enhance children's learning, to ensure participation in a broad and balanced curriculum.

We have achieved Dyslexia Friendly Status and will continue to implement a range of teaching methods/strategies to enable all pupils to access the curriculum.

Teaching assistants have a recognised qualification and participate in training events to ensure appropriate support is in place for all pupils and those that may require a specific intervention, for example, Precision Teaching.

Where appropriate, the recruitment of additional or specialist staff may be required to provide support for an individual pupil. We will also continue work alongside a variety of outside agencies to advise and inform staff of the best ways to make 'reasonable adjustments'.

All staff have been involved in the training for 'Whole School Pupil Tracker' system as a means of monitoring and tracking the data of all pupils. In addition, the school's SEN Intervention Tracker is monitored on a regular basis and where a pupil requires an Individual Support Plan; this is written in consultation with parents and reviewed regularly.

We offer a wide range of extra-curricular activities, including sport, music, drama and cookery. We ensure that all pupils are given the opportunity to participate.

3. Improving the availability of written information to pupils, parents and visitors

Within the school:

As part of our Dyslexia Friendly School Status, we continue to ensure better access to written materials including appropriate font, paper and visual aids.

Pupils' work is differentiated appropriately to enable all learners to access the curriculum.

The use of ICT is reviewed and updated regularly in order for all pupils to access. This includes the use of interactive whiteboards, the school's computer suite and I pads, along with specialist ICT equipment purchased for specific learning disabilities.

Home – School links:

The school has an open-door policy, which means that parents are encouraged to discuss any issues that may arise.

Parents' Evenings are held throughout the year for parents to discuss their child's progress with the class teacher. Parents of pupils with SEND are invited into school when necessary to review progress and discuss future targets.

Information via letter or Newsletter is provided to parents on a regular basis. Our school website is kept up to date with regular information and messages are also sent via Parentmail.

Management, Co-ordination and Implementation

The Disability and Accessibility Plan will be formally adopted by the Governing Body, who is responsible for the school's duty not to discriminate.

The school will work closely with

The Headteacher will ensure that all staff are aware of their responsibilities to all pupils.

Parents and carers are asked to keep us informed of relevant issues and changes, in order that we can work towards resolving them as soon as possible.

Reviewed : Spring 2023

Next review: Spring 2026