



Wallop Primary School Accessibility Plan 2024 - 2025

Produced By:	C Sexton, Headteacher
Approved for School: Headteacher: C Sexton	(Signature)
Date: 28.11.2024	
Approved by Governing Body: Chair/Deputy Chair: N Slater	(Signature)
Date:	

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. 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.

Aim

The purpose of this plan is to provide responsive and accessible services for all stakeholders with disabilities at Wallop Primary School, promoting equality and challenging discrimination.

We will strive to champion equality for people with disabilities and aim to lead in the following ways:

- Providing responsive and accessible services for all employees, parents and learners;
- Promoting equality of opportunity between disabled people and other people;
- Promoting inclusion for disabled people through all school policies;
- Taking account of people's disabilities, even where that involves treating some people more favourably than others;
- Challenging and eliminating all forms of discrimination and disability related harassment;
- Encouraging participation by people with disabilities in public life;
- Promoting positive attitudes towards people with disabilities.
- Reducing and eliminating barriers to curriculum access
- Enabling full participation for all stakeholders in the school community

The school recognises its duty under the DDA (as amended by the SENDA):



- Not to discriminate against disabled pupils in their admissions and exclusions or in the provision of education and associated services;
- Not to treat disabled pupils less favourably;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- To publish an Accessibility Plan

IMPACT ASSESSMENT

- 1) The Wallop Primary School Accessibility Plan has been developed and drawn up based upon information supplied by a range of stakeholders. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies such as the school development plan and will be reported upon annually in respect of progress and outcomes.
- 2) The Accessibility Plan will be available in school to view on request.
- 3) The Accessibility Plan is structured to complement and support the school's Equality Objectives.
- 4) The Wallop Primary 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.
- 5)

The Accessibility Plan contains relevant and timely actions to:

- Increase awareness of **equality, inclusion** and access to the **curriculum** for pupils with a disability. 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;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary;
- 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 action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Current Position					
<ul style="list-style-type: none"> The school building is not completely accessible for pupils with physical difficulties, and will require further development to “cut down” distances children must travel due to steps within the building. The outside play areas are flat and almost completely accessible to wheelchair users There is no toilet for disabled pupils. Makaton signing is used inconsistently. The school is well-equipped with a range of learning aids and specific equipment. The Inclusion Manager supports a range of vulnerable pupils and their families. Recent training has taken place in SEND and there are a high number of trained first aiders. 					

Objectives	Tasks	Time Frame	Resources	Lead	Monitor
To ensure that staff are trained to support pupils with emotional needs.	<p>Staff are supported by HCC SEND, PBS (Primary Behaviour Service) and specialist outreach.</p> <p>A good proportion of the staff are trained every 3 years in TEAMTeach and new staff attend sessions at other schools.</p> <p>In house CPL on building emotional well being and resilience</p>	<p>Ongoing</p> <p>Sept 23</p> <p>Dec 2024</p> <p>Jan 24</p>		CS	<p>Training was completed in 2023/2024. This was revisited in Dec 2024 due to new staff.</p> <p>The main focus for training in 2024/2025 will be catering for the needs of children with ASD</p>
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Audit to be carried out by SENCO and further training if necessary.	Sept 23	Staff Meeting time	CS	Audit complete and training put in place as a result. Will need to review in 2025 due to new staff
To ensure all staff are using restorative approaches.	<p>Monitoring of behaviour logs on CPOMS and circle time planning.</p> <p>Training for new staff.</p>	<p>Ongoing</p> <p>As required</p>	Ongoing practise and discussion	CS	All staff trained on 2023/2024. Behaviour logs show that children have been supported to reflect on their behaviour



To ensure staff are trained to support pupils with medical conditions.	Update staff training annually as required in other specific conditions. Update Medical policy annually and ensure annual parents return is gathered.	Sept 23 Sept 2024 June 24	Staff Meeting	CFe	New staff have been training in first aid / paediatric first aid as necessary. Care plans are in place for children with medical needs.
To ensure the environment is as accessible to all children and visitors as it can be	Link with Property Services Manager to look at accessibility issues with so many small levels through the school.	March 24	Meet with Governors and Property Services Manager	CS / MS	Initial meeting has taken place and a further meeting has been arranged.
To put in a plan to develop specific issues with the environment (varied levels throughout the building, lack of accessible toilet)	Link with Property Services Manager, Governors and SBM to put an action plan of works where needed to allow for increased accessibility	March 24	Meet with Governors and Property Services Manager	CS / MS	See above

Date of review: July 2023 Nov 2024, Mar 2025	Date of implementation: November: 2023
Next review due: Mar 2027	Reviewing Committee Finance and Resources Mar 2025 Ratification: FGB Mar 2025