

Westroyd Primary School

Accessibility Plan 2024-2027



Purpose of the Plan

The purpose of this plan is to show how Westroyd Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

As defined by the Disability Act 2010, a disabled person has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

School's responsibility

The Equality Act 2010 states that:

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled pupils.

Westroyd Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions

Contextual Information

Westroyd Primary School and Nursery is a split site with the main school building on Frances Street housing our Key Stage 1 and 2 classes. Our Early Year Site is found on New Street and houses our Nursery and Reception classes. Our school currently has 210 pupils on roll (110 boys and 100 girls).

The ethnic make-up is: White British 168, White eastern European 3, Black African 9, other Pakistani 5, any other mixed background 3, any other ethnic group 3, Indian 5, any other black background 1, White & Black African 1, White & Black Caribbean 4, White & Asian 3, Traveller of Irish Heritage 1, White Northern Irish 1, White Other 3, Refused 1.

The ethnic make-up of the staff and Governors is predominantly White British.

The linguistic profile of the school is predominantly English but other languages spoken include Panjabi, Tamil, Polish, Dutch/Flemish, Hindi, Gujarati and Russian.

There are 4 pupils with a physical disability currently on our school roll (hearing impairment, visual impairment, epilepsy and a heart condition).

The Current Range of Disabilities

When children enter school with specific disabilities, the school contacts appropriate professionals for assessments, support and guidance for the school and parents. Children who have additional medical needs have a personal healthcare plan that is shared with staff and parents and a copy is kept in a central place.

Targets	Action	Responsibility	Timeframe	Success Criteria
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year	To identify pupils who may need adapted or additional provision	HT EYFS teachers	May to July annually	Provision set in place ready for when the child/ren start school
To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	HT Assistant HTs SENCo	Ongoing	Provision set in place ready for when the child/ren start school
To ensure the Accessibility Plan becomes an annual item at the FGB meetings.	Clerk to Governors to add to list for FGB meetings.	SLT & Governors	Annually	Clerk to Governors to add to list for FGB meetings.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision	Create personalised risk assessments and access plans for individual children. 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.	SLT, SENCo and all teaching staff	Ongoing	Staff will be able to support children more effectively in the classroom and in the Early Years.
Improve the physical school environment for Visual Impairment	To audit the current environment to assess measure which need to be in place to aid visual impairment. Put in place actions from audit	SLT, SENCo, Site manager		School improvements are carried out to enhance the school environment for visual impairment.
To ensure that all children are able to access all out-of-school activities, e.g. clubs, trips, residential visits.	Review out of school provision to ensure compliance with legislation. Risk assessments carried out.	SLT, SENCo and all teaching staff	Ongoing	Children will be able to access out of school activities safely and with the appropriate support in line with current legislation.
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	SLT, SENCo, Site manager, admin team	Ongoing	All stakeholders will have access to information.