

Water Street Primary School



Accessibility Plan 2022 – 2025

February 2022

Aims of the Accessibility Plan

This plan outlines how Water Street Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the Local Authority must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.

- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

1.1. The governing board will undertake a regular Accessibility Audit.

1.2. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

1.4. The findings from the audit will be used to identify short, medium and long term actions to address specific gaps and improve access.

1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6. The actions that will be undertaken are detailed in the following sections of this document

Contextual Information

The site of the school and the physical structure of the playground make it very difficult for pupils who need to use a wheelchair or those who are unable to use stairs. This has been discussed with the Local Authority (North Yorkshire Council), who have investigated options for accessibility and disabled access, but the corridors were too narrow and short to accommodate ramps or lifts to allow full access.

The school's foundation stage classroom is at ground level, which disabled pupils could access, but access to other parts of the school building would be difficult. There is also one classroom with direct access to the first floor (Year 3 classroom), but again there would be access issues to the playground if steps were a problem.

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

Our aims are to:

- **Increase access to the curriculum for pupils with a disability**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils and parents**

Access to the Curriculum

Continually improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes.

To ensure that all children have access to a range of after school clubs, leisure & cultural activities and educational visits.

Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT SENCo	Termly meetings with parents/carers – Termly consultations ILP / Annual Review meetings with SENCo Stay and Learn sessions Regular meeting and communication with parents	Time allocated	In place and ongoing	Parents/Carers fully informed about progress and engage in their child's learning.
Training for staff on increasing access to the curriculum for all pupils	SENCo	SENCo to review the needs of pupils and provide training for support staff as needed.	Allocated financial resources to enable staff training	On-going	Increased access to the curriculum needs of all learners met.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT SENCo Class Teachers	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child access a club or visit. Extra staffing may be needed to enable a child to attend a club.	On-going	All providers of out of school education comply with legislation to ensure the needs of all pupils are met. Increased access to the extra-curricular activities for all pupils with SEND.
To provide specialist equipment to promote participation in learning by all pupils.	SENCo	Assess the needs of all children in each class and provide equipment as needed.	Allocated as needed.	On-going Reviewed termly by SENCo	Children will develop independent learning skills.

Adaptations to the curriculum to meet the needs of individual learners	SENCo	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes. Use of access arrangements for assessment/National tests	Allocated as needed. Specialist teacher provision from ADYs.	In place and ongoing	Needs of all learners met enabling positive outcomes.
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Access to the Physical Environment

Water Street Primary School is continuing to grow and develop. We have recently improved our main entrance & accessible toilet facilities. We hope to be able to improve our school building and facilities. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known/identified. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Provision of wheelchair accessible toilet	SLT	Maintain wheelchair accessible toilets with clinical waste bins	Funded by NYCC	In place	Improved access for wheelchair users.
Access into and around school and reception to be fully compliant- <i>although this is very difficult due to the nature of the Water Street Building</i>	SLT	Designated disabled/drop off bay (on street) Awaiting permission from North Yorkshire Highways. Clear route through school.	Funded by NYCC	2022	Improved access for wheelchair users, including an on-street parking near main entrance.
Improvements to help the visually impaired	SLT SENCo	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Visual Impairment Team where applicable	Maintenance costs.	In place and on-going maintenance.	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	SLT SENCo	Specialist hearing equipment purchased through Hearing Impairment service.	Cost of purchase and maintenance	In place	Learning experiences of pupils with hearing difficulties enhanced.

Improve signage to indicate access routes around school		Signs indicate wheelchair friendly routes around school	Cost of signage	Ongoing	All members of the school community aware of wheelchair access/routes.
Maintain safe access around exterior of school	SLT Site Supervisor	Ensure that pathways are kept clear of vegetation & obstruction Work with North Yorkshire Highways & Planning to provide a disabled parking 'drop off' point	Cost included in grounds maintenance contract.	In place & on-going	People with disabilities can move unhindered along exterior pathways.
Maintain safe access around the interior of the school	SLT Site Supervisor	Awareness of flooring, furniture and layout in planning for disabled pupils	Costs of any adjustments that need to be made.	In place & on-going	People with disabilities can move safely around school.

Access to Communication

This will include planning to make sure written information from school is accessible to all pupils and families. Examples might include handouts, textbooks and information about school events. The information should take account of pupil's disabilities and pupils & parents preferred formats – this should be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need. The school will identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Languages other than English to be visible around school,	SLT	Welcome signs in various languages to aid and support access and understanding.	Time allocated	In place and ongoing	All families feel welcome and have a clear understanding of school procedures.
Information on website accessible to all	SLT SA	Texts can be translated for information on the school website: www.waterstreetschool.org.uk Ensure that website is fully compliant with requirement for access with visual impairment.	Time allocated	On-going Updated weekly	Website information to be clear and accessible by all.

		Ensure prospectus is available on website.			
Information for parents/carers to be clear for all	All Staff	Information in newsletters/information letters is in clear print, translated where necessary and easily understandable. School office/staff to help parents access school information and complete forms.	Time allocated	In place and ongoing	Parents feel that communication is effective and easily understood.
Ensure all staff are aware of accessible formats	SENCo	Guidance provided to staff on dyslexia and accessible information. Pupils provided with appropriate materials and specialist equipment, as needed. Regular updates – as necessary.	Staff meeting time/ Inset Resourcing as needed for specialist equipment & support.	On-going	Staff understand how to ensure written information can be equally accessed.