



Heart of the Community
Western Springs Community
Primary School



Disability Equality & Accessibility Plan



1. Introduction

- 1.1 Western Springs Primary School is committed to the fair and equal treatment of all individuals regardless of disability, as stated in its equal opportunities policy.
- 1.2 We recognize that choices (e.g. pupil admission, staff selection) have to be made between individuals using proper criteria and we are opposed to the creation of any unnecessary barriers. We are committed to for compliance with the requirements of the Disability Discrimination Act.
- 1.3 The school aims to improve its accessibility and provision for people with disabilities in order that they may participate fully in school life and will continue to address this aim in future planning.

2. Definition

Disability is the loss or limitation of opportunities for people with impairments to take part in society on an equal basis with others due to social and environmental barriers.

Impairments or individual medical conditions of any kind, whether they have resulted from injury, illness or birth, become a disability because of the social and physical barriers to independence and equal opportunities faced by people with disabilities.

3. Publicity and Information

The school will ensure that recruitment material clearly states that applications from prospective staff and students with disabilities are welcome.

- 3.2 Information materials, such as the school prospectus will, where appropriate, include details of the availability and limitations of support/facilities for people with disabilities.
- 3.3 The school web side has been designed to make it easy to read.

4. The environment

- 4.1 The school recognizes that currently the working and studying environment is not fully accessible to people with disabilities and will ensure that all future renovations improve this situation.

5. Health and Safety

- 5.1 School health and safety procedures will offer clear advice and procedures to address the needs of people with disabilities, in particular the evacuation procedures.

6. Staff with Disabilities

- 6.1 Recruitment procedures enable applicants with disabilities to provide information on their needs and will take account of any special arrangements that may be necessary.

- 6.2 Any discussion of support requirements will be separate from consideration of the applicant's suitability for the post applied for.
- 6.3 All candidates will be considered on their abilities.
- 6.4 The school will make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those members of staff who become disabled whilst employees.
- 6.5 Advice and support on the employment of disabled people is available from the local authority, in conjunction with occupational health and external agencies.
- 6.6 Person specifications for each post, including the specific physical requirements, should be drawn up before posts are advertised.

7. Pupils with Disabilities

- 7.1 Pupils with disabilities will be accepted where they can be accommodated without risk to themselves or others and where the school has the resources to make any necessary adjustments to staffing or to the environment.

8. Access to the Curriculum

- 8.1 As far as resources allow, the needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and materials.
- 8.2 Teaching staff should take steps to ensure that their teaching style and approaches do not create any unnecessary barriers or difficulties for students with disabilities whom they may teach.

9. Assessment and Examinations

- 9.1 The school recognizes that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to show their capabilities and knowledge. Therefore methods of assessment may need to be modified.

10. Staff Development

- 10.1 The school will ensure that a programme of training is offered to staff to familiarise themselves with, and enable them to fulfil, the requirements of the policy.

11. Confidentiality

- 11.1 Care needs to be taken that an appropriate degree of confidentiality is maintained.

12. Annual Reporting

- 12.1 School will report annually on the progress being made to promote equality of opportunity for disabled people.
- 12.2 The report will be published in the school prospectus.

- 12.3 The person responsible for the report is the headteacher.
- 12.4 Implementation of the action plan is overseen by the Governing Body.
- 12.5 The action plan will be appended to the policy.
- 12.6 The Headteacher and SENCo will be responsible for reviewing this policy and the action plan annually.

Policy reviewed: September 2017

Appendix 1

Targets	Tasks	Timescales	Resources	Responsibility	Monitoring
Ensure appropriate ICT hardware & software is available for pupils with disabilities	<ul style="list-style-type: none"> Review accessibility of ICT (including whiteboards) using specialist expertise if necessary. Prioritise new software to purchase. 	Summer 2018	Time £300	ICT Co-ord. & SENCo	Leadership team
Create effective learning environments for all	<ul style="list-style-type: none"> Ensure all classrooms and resources are organized to meet pupil need. Ongoing programme of staff training disability and awareness. Review all displays to ensure they are clear and accessible to all pupils. Review curriculum 	Ongoing	Head teacher Inset-1 hour	All staff	Head/SENCo
Increase participation in all school activities	<ul style="list-style-type: none"> Audit participation in extra-curricular and peripatetic music activities and identify any barriers. Ensure all school activities are accessible to all students. Seek advice from LA re. alternative accessible venues for residential trips / school visits if necessary. 	Spring term 2018	Time	Governors	Leadership team/ Governors
Ensure all policies consider the implications of Disability Access	<ul style="list-style-type: none"> Analyse the impact of our behavior policy, class rules, bullying policy, educational visits, homework and health provision in relation to pupils with disabilities. Involve School Council in reviews where possible. Consult on any proposed changes. 	Spring 2018	Governors and Leadership Team (inc. SENCo) Time to review policies.	Leadership Team	Governors
To promote positive attributes to disability	<ul style="list-style-type: none"> Review PSHE/SEAL curriculum. Review assembly Programme: widen focus of different / same themes. 	Begin SPRING 2018		SENCo/DH	Leadership Team and Governors

	<ul style="list-style-type: none"> • Involve local disability groups in assemblies and visits to school. 				
Increase site access to meet diverse needs of pupils, staff, parents and community users.	<ul style="list-style-type: none"> • Review all evacuation plans. • Improve signage of evacuation procedures, internet safety, fire drill, etc. 	SUMMER 2018	Schools Access Initiative	SENCo Head Teacher	Governors
Availability of documents in alternative formats	<ul style="list-style-type: none"> • Large print and e-mails available on request. • Investigate audio formats if/when required. • Monitor uptake of documents in alternative formats as appropriate. • Investigate 'Communicate in Print' software where relevant 	Ongoing		Admin Class Teachers	Leadership
Promoting equality of opportunity for staff	<ul style="list-style-type: none"> • Monitor data in relation to recruitment, retention and professional development. • Encourage disclosure of disability. • Write to Teacher Training Providers re. using school for placements. 	Ongoing	Possible Access to Work application	Head teacher	Governors

Action Plan

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

Aims:

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • WSPS offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum full. • Specific use of PE provided to aid gross motor. 	<ul style="list-style-type: none"> • Training for specific staff including medical. • Use of ICT equipment. • To employ specific sports provider. 	<ul style="list-style-type: none"> • Audit of CPD • Ensure appropriate IT support given to need. • Sports coach to offer interacted skill approach. 	All Staff Headteacher / Governors	Jan 19	<ul style="list-style-type: none"> • Training identified. • Appropriate IT used in SEN • Work with coach on integrated plan.

<ul style="list-style-type: none"> • Improve and maintain access to the physical environment 	<ul style="list-style-type: none"> • Use of specific equipment to child's need. • Appropriate training given. • Ensure warning stripes are used on step. • Ramps in good order. 	<ul style="list-style-type: none"> • To audit and assess all access. • To ensure appropriate IT is safe 	<ul style="list-style-type: none"> • Premises Governor to audit and report back. • Identify need to address. 	<p>Governors Headteacher</p>	<p>Easter 18</p>	<ul style="list-style-type: none"> • Improved / suitable for use access of need of stakeholders.
<ul style="list-style-type: none"> • Improve the delivery of information to pupils with a disability 	<ul style="list-style-type: none"> • Use of signage. • Use of Widget symbols. • Ensure information on website offers appropriate info to those who have needs. 	<ul style="list-style-type: none"> • To audit signage. • Ensure visual clues are appropriate. • To review information is appropriate to needs of stakeholders. 	<ul style="list-style-type: none"> • Create and update signage and information. • Look to visual, language, information. 	<p>Headteacher Office All staff</p>	<p>Sept 18</p>	<ul style="list-style-type: none"> • Signage will be clear and appropriate to group needs. • Info will be appropriate to group need.