

Accessibility plan

West Hampstead Primary School 2021-2024



Approved by:

Date: 10.3.21

Last reviewed on:

September 2017

Reviewed by: Karen Filiz

Next review due by:

March 2024

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

West Hampstead Primary school is a mainstream school for boys and girls age range 3 years to 11 years old. The school is a large Victorian building with all classrooms spread over three floors; ground, middle and top. There is one classroom that is separate and is an outbuilding and that is the current Reception classroom. There is disability access for all classrooms (a lift provides access to the middle (1st floor) and top floor (2nd floor). All classrooms in the school are accessible.

West Hampstead Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability or EAL.	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>Rigorous cycle of assessment and tracking of progress for all children including SEN e.g. No child Left Behind to ensure curriculum is tailored to suit all children's needs.</p> <ul style="list-style-type: none"> ➤ Targets are set effectively and are appropriate for pupils with additional needs <p>We use resources tailored to the needs of SEN pupils who require support to access the curriculum.</p> <p>Strategic deployment of support staff/interventions.</p> <p>Adaptations made to the curriculum to meet individual learner.</p>		<p>To ensure effective communication and engagement with parents who are EAL.</p> <p>Training for staff on increasing access to the curriculum for all pupils.</p>	<p>Termly consultations with class teacher.</p> <p>EAL parents to have an interpreter present if necessary at any consultation/personal planning/Annual review meeting.</p>	SLT/Sendco	In place and ongoing	All parents/carers fully informed about progress and engage with their child's learning.
				<ul style="list-style-type: none"> ➤ Epipen Training ➤ Training from SALT, Social Communication Team, PLSS and OT. ➤ Access to courses, CPD for all staff ➤ Outreach support ➤ Online resources for CPD shared with staff ➤ Ongoing guidance from visual and hearing impairment service, 	SLT/Sendco	Ongoing	<p>Increased access to the curriculum.</p> <p>Needs of all learners met.</p> <p>Maintain records of staff trained</p>

		<p>Effective use of resources and specialised equipment to increase access to the curriculum for all pupils.</p> <p>Improve attainment of pupils with social, emotional and mental health difficulties.</p>	<p>physiotherapists, OT</p> <ul style="list-style-type: none"> ➤ Training on assessing EAL pupils to support with access to curriculum. ➤ Purchase benchmarking and assessment materials for EAL children. ➤ Use of voice activated equipment and Clicker. ➤ Translation computer programmes used to support EAL. ➤ Apps purchased to support learning on ipads. ➤ Mental health champions. ➤ Zones of regulation embedded across school ➤ Pupil survey/ strategies put into place to support. 	SLT/Sendco	Ongoing	
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Internal signage Large print resources Induction loops Pictorial or symbolic representations</p>	<p>Availability of written material in alternative formats.</p> <p>Ensure documents are accessible for pupils with visual impairment.</p> <p>Train staff on communication systems for non-verbal pupils.</p>	<p>Key content to be published on website. Translated documents to be provided where possible. Continue to improve availability of information for parents</p> <p>Seek and act on advice from visual impairment service on individual pupil requirements</p> <p>Staff to have training on</p> <ul style="list-style-type: none"> ➤ PECS ➤ MAKATON ➤ Magnifier 	<p>Office/SLT/Sendco</p> <p>Sendco</p> <p>Sendco</p>	<p>In Place and Ongoing</p> <p>In Place and Ongoing</p>	<p>All parents and carers will be up to date and informed.</p> <p>Pupils able to access all school documentation.</p>

