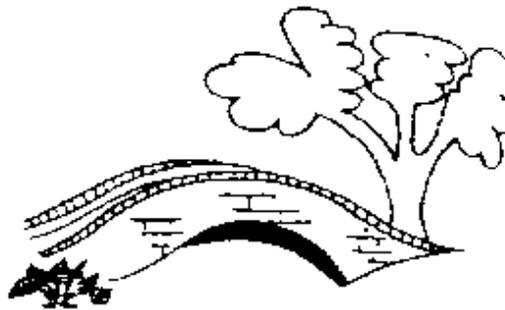


Whixall C.E. Primary School and Nursery

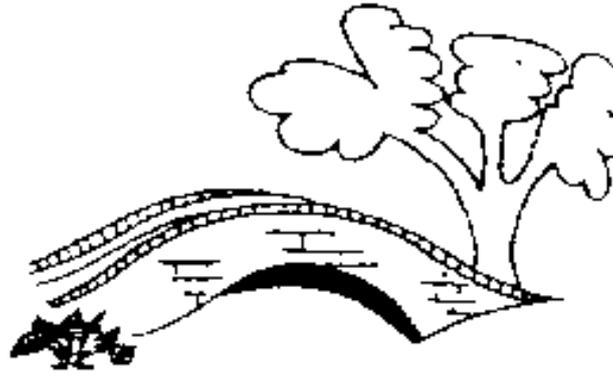


Part of Fields Multi Academy Trust

Accessibility Plan 2024-2025

Plan written: September 2021
Agreed by staff and Governors: September 2021
Reviewed: September 2024
To be reviewed: September 2025

“Whixall CE Primary School and Nursery is committed to safeguarding and promoting the welfare of children and adults at all times and expects everybody working with us to share this commitment.”



Through our distinctive Christian ethos, we develop a loving and supportive atmosphere that nurtures the uniqueness and talents of all.

Through our inspiring curriculum, we aim that all children achieve their true potential, embrace challenge and become resilient individuals who are empowered to embrace the fullness of life.

Our Vision:

Through our distinctive Christian ethos, we develop a loving and supportive atmosphere that nurtures the uniqueness and talents of all.

Through our inspiring curriculum, we aim that all children achieve their true potential, embrace challenge and become resilient individuals who are empowered to embrace the fullness of life.

Values:

Our values are:

respect, caring, supportiveness, tolerance, perseverance, forgiveness, and trust,

Statement of Intent

This accessibility plan outlines the proposals of the governing body of Whixall C.E. Primary School to increase access to education for children with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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.

The plan aims to:

- Increase the extent to which children with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which children and staff with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other children, to children with disabilities.

The above aims will be delivered within a reasonable time frame and in ways which are determined after taking into account a child's disabilities and the views of the parents/carers and child. In preparation of an accessibility strategy, the governing body must have regard to the need to allocate adequate resources in the implementation of the strategy.

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

- Monitor recruitment procedures to ensure that persons 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 everyone to access the workplace.

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

- The parents/carers of children within our school.
- The headteacher and other relevant members of staff.

- Governors.
- External partners.

This plan is reviewed annually to take into account the changing needs of the schools and its children and where the school has undergone refurbishment.

Action plan

Aim 1

To increase the extent to which disabled children can participate in the school curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for children and prospective children with a disability.

Short term targets					
Target	Strategies	Who	When	Outcome	Review
Ensure that the school's environment is accessible.	Review of physical environment.	Safeguarding link Governors, SENDCo and SLT.	Spring Term 2025	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Annual Autumn Review
Ensure that all children regardless of disability to access a broad and balanced curriculum.	Whole school discussion SENDCo to monitor children on SEN register and Assess, Plan Do Reviews, Pupil progress meetings. Make reasonable adjustments when needed.	Q of E Governors, SENDCo and SLT	Autumn Spring Summer	All children will have equal access to a broad and balanced curriculum and the outcomes for children with disabilities will be closely monitored by SENDCo and SLT	Termly Accessibility log kept
Continually review PE curriculum to make PE accessible to all.	Gather information about PE and Sports for children with disabilities Attend inclusive sporting events	SLT Safeguarding and Q of E Governors.	Autumn Spring Summer	All children are able to access PE Children can access School games	Annual Summer 2025 Survey to parents
Ensure that all staff have relevant training	Staff audit to identify training needs. Audit of teaching resources	SLT and SENDCo	Autumn Spring Summer	Raised awareness and expertise of staff. Wider range of appropriate IT	Staff audit annually

to be able to adapt the curriculum to the needs of children with disabilities.	available to teachers and TAs			resources used to support engage and enable children with disabilities	
Ensure that all children have equal access to lunchtime and after school activities	Survey participation and make sure TA support is available at lunchtime.	All staff and SENDCo	Spring 2025	Equality in access for children. High priority for pupil premium strategy.	Club registers review
Ensure that all children have access to school visits.	Ensure that planning process for school trips includes provision for children with disabilities. Update EVC Policy	SLT, SENDCo and all class teachers.	Spring Term 2025 and as required.	All school trips are accessible. Personal care plans for the visit are jointly drawn up with parent, child and school input.	During planning process
Medium term targets					
Target	Strategies	Who	When	Outcome	Review
Future policies updated to include access to children with disabilities.	Build accessibility considerations into all curriculum policies and review annually	All curriculum lead teachers	At next policy review date as per schedule	All updated policies include provision for accessibility	Annually in line with policy review strategy
Provide advice to parents/ carers of children with disabilities on how they may support their	Regular meetings as part of APDR review to agree targets to overcome barriers to learning. Personal care plans in place to ensure that all members of staff have relevant information.	All staff	Termly APDR meetings with class teacher and more frequent meetings with SENDCo if needed.	Parents are well informed and involved with their children's learning. All staff have a very clear understanding of the specific needs of a child with a disability and factor this in to any medium and	Termly by class teachers and monitored during Pupil progress meetings with SLT

learning in the core curriculum				short term curriculum planning.	
Long term target					
Target	Strategies	Who	When	Outcome	Review
Staff to receive appropriate training as highlighted by audit New staff to have training as part of induction.	Staff meeting CPD timetabled over the course of 2024/25 to build staff knowledge. External agencies involved in delivery of training	All staff	2024/25	All staff will be familiar with accessibility needs of children with disabilities.	Annually through performance management

Aim 2

To improve the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated services.

Short term targets					
Target	Strategies	Who	When	Outcomes	Review
Audit of site to highlight needs.	Site visit to identify areas of need in terms of access for children with disabilities.	Headteacher, Safeguarding governor SENDCo.	Spring 2025 or as required for new people.	Accessibility issues identified and prioritised	Annually as part of site development
Ensure that all disabled children and staff can be	Put in place Personal Emergency Evacuation Plan(PEEP)as part of termly drill review	Headteacher, SENDCo	Autumn Term 2024	All children with disabilities can be safely evacuated	On admission of a child/member of staff with high needs and/or annually.

safely evacuated.					
Medium term targets					
Target	Strategies	Who	When	Outcome	Review
Improve ease of accessibility for physically disabled and those with impaired movement.	Consider access into school from playground.	Headteacher, SENDCo	Autumn 2024	All areas of the school will be accessible and welcoming.	Annually
			Autumn/spring 2024/2025	Ease of access for all.	As required
To ensure school grounds are accessible and available and steps can be successfully negotiated.	Consider all areas of school.	Headteacher, SENDCo	Autumn 2024	All areas of the school will be accessible and welcoming	Annually
Ensure that the site is accessible to those with hearing and sight disabilities.	Site survey to incorporate accessibility into health and safety audit and update accessibility policy as a result of this annual audit.	SLT, Safeguarding Governor, SENDCo	Autumn 2024 Spring 2025	All areas of the school will be accessible and welcoming Staff development to include - the challenges of living with disabilities.	Annually
Long term targets					
To regularly review the physical environment	Site survey to incorporate accessibility into health and safety audit and update accessibility policy as a result of this annual audit.	SLT, SENDCo Safeguarding governor	Spring 2025	School is accessible to all	Annually and weekly through the H/S monitoring form.

Develop an inclusion leaflet, giving advice to families when necessary	Use Shropshire Local Offer website to source information and internet-based research to underpin pedagogy	SENDCo/ Headteacher	Spring 2025	Increased information available at local level to families of children with disabilities	Review Annually
Review provision annually to ensure that it reflects the needs of children within the school	Use admission information to screen for disability needs. Set up early meetings with EYFS admissions to explore specific needs Seek advice from inclusion services	SENDCo EYFS teacher Headteacher	Autumn 2024 and as required	Accurate and up to date information about the needs of the children in school drives regular audit and improvement cycle	July 2025