



Wessex Gardens Primary and Nursery School

Accessibility Plan (AP) 2024 - 2025



Statement of Intent

This plan outlines how Wessex Gardens Primary School will enhance access to education for pupils with disabilities, adhering to the Equality Act 2010 by focusing on:

- **Curriculum:** Increasing participation of pupils with disabilities in learning activities.
- **Physical Environment:** Making improvements to enable pupils to benefit from school facilities.
- **Information:** Providing accessible information in various formats for pupils and parents with disabilities.

A person is regarded as having a disability under the Equality Act where 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 school is committed to delivering these aims within a reasonable timeframe, taking into account the specific needs and feedback from pupils, parents, and other stakeholders.

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

- Pupils' parents,
- Headteacher and relevant staff,
- Governors,
- External partners where necessary.



Wessex Gardens Primary and Nursery School Accessibility Plan (AP) 2024 - 2025



1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'



Wessex Gardens Primary and Nursery School

Accessibility Plan (AP) 2024 - 2025



2. Roles and responsibilities

The governing body will be responsible for:	The headteacher will be responsible for:	The SENCO will be responsible for:	Staff members will be responsible for:
<ul style="list-style-type: none"> • Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan. • Approving this plan before it is implemented. • Monitoring this plan. 	<ul style="list-style-type: none"> • Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise. • Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan. 	<ul style="list-style-type: none"> • Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported. • Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate. • Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise. • Ensuring that staff members are aware of pupils' disabilities and medical conditions. 	<ul style="list-style-type: none"> • Acting in accordance with this plan at all times. • Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice. • Ensuring that their actions do not discriminate against any pupil as a result of their disability. • Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.



Wessex Gardens Primary and Nursery School

Accessibility Plan (AP) 2024 - 2025



3. Accessibility Plan

Objective	Actions	Led by	Resources	Success Criteria
Curriculum				
Improve Access to the Curriculum	Develop an Inclusive Curriculum. Provide staff training on effective differentiation and adaptive teaching. Create a shared resource bank for teachers.	Inclusion Team Curriculum Leader		Teacher/Teaching Assistant feedback Lesson observations demonstrate effective differentiation. Student work shows progress across the curriculum.
To monitor and measure the specific impact of interventions for SEND pupils.	To develop the use of SEND register to set up groups. To ensure there is a clear understanding of Provision Map across the school.	Inclusion Team Teachers	Meetings with teachers. Review targets termly Staff training	Teachers to become knowledgeable about the needs of children. There will be an increase in the pupil's attainment and progress.
Attitudes and Participation				
To ensure all educational visits have made reasonable adjustments in order for pupils with SEND to access where appropriate.	SENDCO to coordinate with mainstream teachers to ensure trips are accessible for SEND children and support by providing resources where possible.	SENDCO Class Teacher	Resources to support with transition.	There would be an increase in the number of SEND children attending trips with their mainstream classes. Whole school trip planning to ensure trips are accessible for all SEND children.
To ensure extra curricular clubs are accessible to pupils with SEND	To ensure there is a variety of clubs that SEND will be able to	- PE Coordinator - SENDCO	SENDCO to meet with	There will be an increase in the number of children that will be



Wessex Gardens Primary and Nursery School

Accessibility Plan (AP) 2024 - 2025



	access in order for them to join in with the different clubs available.	- Class teacher	Senior leadership team	attending after school clubs which will have a positive impact on all the other areas of the curriculum.
Environment				
To maintain safe access for visually impaired people	Check condition of yellow paint on step edges regularly. Check exterior lighting is working on a regular basis.	Health and Safety Site Supervisor External agencies	Meeting with external agencies, SENDCO and Health and Safety Officer of school Walk building termly to check	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year.
Maintain current access arrangements across the site	Carry out annual audit of accessibility and safety for pupils, staff and parents with disabilities	- Business Leader - Site manager - Governors	Audit checklist required	Audits demonstrate access arrangements are adequate and safe
Staff are aware of the particular needs of minimally verbal children and providing an appropriate learning environment	Training provided by Advisory teachers Makaton training	-		Observations demonstrate visual timetables, task checklists and other nonverbal communication is in place and children are emotionally regulated
Ensure all disabled people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils. Ensure all staff are aware	- SENCO - Health and Safety officer - Class teachers	Headteacher to remind staff at briefings	All disabled pupils and staff working with them are safe in the event of a fire. There is constant



Wessex Gardens Primary and Nursery School

Accessibility Plan (AP) 2024 - 2025



	of their responsibilities in evacuation			supervision for disabled children who would need help in the event of an evacuation.
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	<ul style="list-style-type: none">- SENDCO- Site supervisor	Site supervisor to check daily	All disabled personnel and pupils have safe independent exits from school