

1. Introduction

Under the Equality Act 2010 schools must have an Accessibility Plan. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The effect of the law means that “schools cannot unlawfully discriminate against pupils because of sex, race, disability or belief and sexual orientation”. According to the Equality Act 2010, a person has a disability if:

- a. He or she has a physical or mental impairment, and
- b. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Special Educational Needs, Disability and Inclusion Policy
- Curriculum Policy
- Health and Safety Policy
- Equality Plan
- School Prospectus

2. Aims

At Watercliffe Meadow we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Watercliffe Meadow is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3. Strands of the Accessibility Plan

Improving access to the curriculum

Target	Strategies	Success Criteria	Timescale
Staff are confident on aspects of SEND including differentiation when required	Staff training, support through observations and formal appraisal meetings	Work/Strategy is differentiated according to pupil need	Ongoing
The curriculum enables all pupils to make similar progress	Observation and scrutiny of planning, lessons and outcomes	All groups of pupils make similar progress	Ongoing
Transition procedures aiming to collate detailed information about pupil need and disability before they attend school.	F1/F2 staff, early Years SENCo, Head of school and Senior Learning Mentor conduct home/school visits. SENCo attends transition reviews and meetings with parents to discuss any specific requirements	Pupils and families have the opportunity to share information prior to attending the school. SENCo and relevant staff have detailed information on the best ways to support the pupils.	Ongoing
Pupils are able to access the school day without interruption for medication to be administered.	Key staff are trained to administer medicines and meet other identified needs for pupils	Pupils are able to access the school day with a care plan in place	Ongoing
Pupils have access to extra-curricular activities.	Key staff have knowledge and understanding of the children's needs and adaptations put in place if needed	Pupils with a range of needs access after school clubs	Ongoing
Pupils are able to access school trips and residential visits	Thorough planning and risk assessments completed. Meetings with parents. Staff provide pupils with	Pupils access school trips and residential visits	Ongoing

	appropriate resources needed. Individual plan put in place if needed.		
Pupils are able to access examinations and assessments.	Staff provide pupils with appropriate resources needed to access examinations eg readers, scribes, extra time	Staff and pupils have a clear understanding of the resources available to support exam access arrangements	Ongoing

Access to the physical environment, including physical aids to access the curriculum

Target	Strategies	Success Criteria	Timescale
Pupils, staff and visitors are not disadvantaged by being unable to access areas of the school.	Annual Access Audit to identify difficulties	All are able to access and engage	Ongoing
Modifications to the premises do not create barriers to access.	Impact analysis of planned work	All are able to access and engage	Ongoing
Pupils have access to physical aids needed.	SENCo and staff to work alongside outside agencies who give specialist advice.	Pupils are able to access and engage	Ongoing
Pupils have access to disabled toilets and changing facilities	SENCo and staff to work alongside outside agencies who give specialist advice.	Pupils are able to access	Ongoing

Delivery of information to pupils, staff, parents and visitors with disabilities

Target	Strategies	Success Criteria	Timescale
Availability of written material in alternative formats when needed or specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats	All are able to access and engage	Ongoing

Parents with specific needs (EAL/hearing impairments) are able to access meetings regarding their child.	Booking of translators to support the meeting process when needed		Ongoing
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4. Access

The school is a two storey building with several access points from outside. All entrances are either flat or ramped.

The main school entrance has wide doors for accessibility of wheelchairs.

There is a lift to gain access to the second floor.

On-site parking includes two disabled bays for visitors.

There are disabled toilet facilities available on both floors for staff, pupils and visitors.

Internal signage is used with different languages and symbols.