

WEST DEAN C OF E PRIMARY SCHOOL
ACCESSIBILITY POLICY & ACTION PLAN
2024 - 2027

Policy Review Information	
Reviewed By	Head Teacher, SENCO and Curriculum, H&S / Premises Governors
Ratified By	Governing Body
Review Frequency	3 years
Policy Reviewed and Agreed	April 2024
Next Policy Review Due	Summer 2027

Objective of the Accessibility Plan

The key objective of the plan is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, parents, staff or visitors with a disability. West Dean CE Primary School is committed to equal opportunities under the Equality Act 2010 – we articulate this commitment through our vision:

We do our best in all we do, with God's love.
'Love one another. As I have loved you, so must you love one another.'
John 13

We value the individuality of all our pupils and community and are committed to giving all of our pupils every opportunity to achieve the highest standards, participating fully into the life of the school. Our school is committed to promoting equal treatment of all its pupils, employees, parents and any others involved in the school community irrespective of any form of disability.

Purpose of the Plan

The purpose of this plan is to show how West Dean CE Primary School has and intends to increase the accessibility of our school for disabled members of our learning community and visitors.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. (Equality Act 2010).

Audit and Planning Duty

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled members of the school community in the three areas required by the planning duties in the DDA:

- **Physical access** – Improving the extent to which disabled pupils are able to take advantage of education and intervention.
- **Learning access** – Increase the extent to which disabled pupils can participate and achieve within the school's curriculum.
- **Information access** – Ensuring all families can access key information about the school.

Within these areas, we have identified those actions which set out to monitor, maintain and improve current accessibility to the school.

Contextual Information

West Dean CE Primary School is almost all contained within one storey building. Our only upstairs space is currently used as a library. The school has an accessible toilet. Wheelchair access is available into the main building and the majority of the school grounds are wheelchair accessible.

Physical Access to the School Environment

	Aim	Action	Timescale	Responsibility	Success criteria	Review
Monitor	To ensure that the school complies with the Equality Act 2010: https://www.gov.uk/guidance/equality-act-2010-guidance	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	Ongoing	HT SENCO Governing Body	All policies clearly reflect inclusive practice and procedure	
	To identify pupils who may need adaptations made to physical environment and / or provision	To liaise with pre-school / nursery settings and LA to review potential intake for each September	June / July annually	EYFS Team SENCO HT	Procedures and equipment in place in preparation for transition to West Dean.	
Maintain	Effective collaboration and partnership between school and families	Termly progress meetings for class teachers to review progress of children with additional needs	At least termly	SENCO	At least termly	Achieved – now in place and enabling timely review and adaptation of intervention.
	Ensure that all children, staff can safely evacuate the building	PEEPs updated annually (Personal Emergency Evacuation Plan)	Annually September	SENDCo HT H & S Governor	PEEPs current. All staff aware of their responsibilities	
	Health care plans are kept up to date	Reviewed at least annually or when a pupils needs change	At least annually	First Aid Leader	Care plans up to date and all staff aware	
	Appropriate physical environment for children with hearing impairments	Ensure visual flashing lights are working with fire alarm	At termly evacuation drills	HT H & S governor	Pupils with hearing impairments are alerted to need to evacuate building	
Improve	Ensure all learning environments are appropriate for pupils with disabilities and neuro diversities.	Ensure cognitive & sensory overload is minimalised through lack of clutter, effective displays and decor	Rolling programme for displays and decoration	Class teachers Premises officer	Pupils able to work in calm spaces	
	Ensure wider community members can be fully involved in school events and safely evacuated if need arises	Publish GEEPs for visitors with a disability attending school events in case of an emergency	June / July 24	HT / SBM H & S Governor	All reasonable adjustments made to ensure safety of all visitors entering the school.	
	To improve parking safety and access into the school.	Work with Parish Council and WS Highways to investigate creation of traffic calming measures on the A286, to facilitate safer road crossing from additional parking at The Selsey Arms pub.	Ongoing	HT Governors (some of whom are on the parish council)	Safer route into school for all pupils and community members.	

	To improve provision in supporting mental wellbeing of pupils and wider family	Research installation of an outside classroom room to provide additional space for pupils to take time out. Develop existing 'Pavilion' space to provide a sensory / cosy space – for therapeutic use (inc. Play Therapy)	Autumn 24	HT Premise officer Governors	Additional accommodation will further enhance provision for pupils and families.	
	To improve access to library for all (inc. potentially wheelchair users).	Investigate potential for a 'secondary' library space, to be updated and maintained with a cycle of books from the main library by pupil librarians.	Autumn 24	HT Early Reading & English Leads Curriculum Comm.	All pupils, regardless of any physical disability, will have access to a range of rich text and space to read for pleasure.	

Access to the School Curriculum

	Aim	Action	Timescale	Responsibility	Success criteria	Review
Monitor	To ensure that the West Dean School curriculum complies with the Equality Act 2010: https://www.gov.uk/guidance/equality-act-2010-guidance	To review all statutory policies to ensure that they reflect inclusive practice and procedure. This will also apply to the cycle of review of non-statutory policy and guidance.	Ongoing	HT SENCO Governing Body	All policies clearly reflect inclusive practice and procedure	
	To identify pupils who may need adaptations made to our educational provision	To liaise with pre-school / nursery settings and LA to review potential intake for each September	June / July annually	EYFS teacher SENCO HT	Procedures and equipment in place in preparation for transition to West Dean.	
Maintain	Effective collaboration and partnership between school and families	Termly progress meetings for class teachers to review progress of children with additional needs At least termly updating of one page profiles and Individual Learning Plans, shared with parents. Annual Reviews for pupils with an EHCP	At least termly	SENCO Class teachers	Children's needs being met. Parents experience partnership, trust and openness with school.	
	Effective partnership and collaboration with external agencies	Links made with external agencies that offer support and guidance for meeting the needs of all children in the classroom. E.g. LBAT, Educational Psychology, Speech and Language, Sensory Support team	Termly	SENCO Class teachers	Collaborative partnerships help to remove barriers to learning	
	To ensure effective provision for children with additional needs	Multi-disciplinary agency working. Whole school training to ensure that all staff are becoming more highly skilled in supporting the learning of children with a range of additional needs e.g. dyslexia, dyscalculia, autism,	Ongoing	SENCO HT	Effective ongoing CPD for staff in place and staff confident in supporting pupils with additional needs.	
	To ensure our universal offer is broad and inclusive so that barriers to learning are reduced for all pupils	Ongoing review of daily provision and procedures to ensure all learners can thrive. E.g. use of technology, individual work stations, ear defenders.	Ongoing	SENCO Class teachers	Barriers to learning are reduced through strong universal provision	
Improve	Continue to build links with external agencies to support families of children with disabilities.	Research opportunities / agencies which could provide a range of support for our teaching staff CPD, children and families	Ongoing	SENCO Class teachers	All school staff have an outward looking approach to accessing support for all children	
	Thorough partnerships, build (financial) capacity within the school for providing further support and intervention for children with disabilities.	Explore and establish partnerships with other schools in the Chichester locality with whom the cost of resources and intervention (eg. ELSA support) could be shared.	Summer to Autumn 24	HT & SENCO	Barriers to learning are reduced and access for all is strengthened through locality partnership and shared resourcing.	

Access to Information

	Aim	Action	Timescale	Responsibility	Success criteria	Review
Maintain	All families in school are able to access the information that they need	Ensure that school clearly notifies parents that all correspondence can be available in modified formats or large print. Families can access support from any member of staff to access materials	Ongoing	HT SBM & Admin Team	Accessible materials to all	
Improve	Parents have easy access to attendance information, school communication and online payments.	<ul style="list-style-type: none"> Continue to extend and refine use of eSchools for parent communication and SchoolMoney for payments. Website review – cycle of updates to keep information current. Attendance headlines to be communicated via the weekly newsletter and personal attendance data through pupil reports. Increase use of, and community engagement in, social media to celebrate school life and achievement. Administrator only (one directional) WhatsApp messaging to be introduced for use on school trips to keep families updated on transport or any other urgent matters. 	<p>Summer 24</p> <p>September 24</p>	<p>Admin Team HT</p> <p>HT Admin Team</p>	<p>All parents able to access eSchools for up to date information and SchoolMoney to make online payments.</p> <p>Parents and other stakeholders know and understand how to access school communication in its various forms.</p>	
	All families in school have had the chance to feedback on the effectiveness of communication and correspondence in school.	A question to be included annually in parent questionnaire in reference to ease of access to correspondence and communication.	Summer term Annually	HT Admin Team	Parent feedback receive and considered.	