

Walton Primary Academy



Accessibility Plan (2023 – 2024)

'Moving Forward Together'

At Walton Primary Academy we aim to ensure that our pupils develop a set of learning skills and behaviour which will enable them to be successful members of the community and the wider world. We want all of our pupils to enjoy their time at school, feel safe, secure and develop the desire and confidence to become life-long learners.

We are very proud of our pupils and we place a huge emphasis on community and families in supporting their child's education.

We have a strong partnership with parents to ensure that our pupils have endless possibilities and a deep self-belief in learning.

Our Aims:

1. To ignite a passion for life-long learning
2. To develop great thinkers who embrace challenges
3. To promote curiosity, enthusiasm and independence
4. To develop a strong understanding of mutual respect, tolerance and empathy
5. To promote the pupil's role in both the local and global community
6. To celebrate and respect our differences

Excellence and Opportunity for All

Introduction:

We are committed to taking positive action with regard to disability and to developing a culture of inclusion and support.

Our Accessibility Plan is drawn up in compliance with legislation and requirements as specified in the Equality Act 2010.

Definition of Disability (Equality Act 2010):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term effect on his or her ability to carry out normal day to day activities'

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, ADHD, diabetes or epilepsy, where the

effect of impairment on the pupil's ability to carry out normal day to day activities is adverse, substantial and long term. All those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

We are committed to providing an environment that is safe and enables full curriculum access. Staff promote a culture of support and inclusion within school for all staff, pupils, parents and visitors.

The School Site:

The school was opened on 2007. The site is located on a slight hill and access to the front of the school is by way of a pedestrian access (steps and/or a slope). Access into the school from the rear is through a car park with pedestrian access which is on the flat.

Access to the building through the front entrance has no steps or slopes.

Classrooms have outside doors which lead onto hard standing (playground). There are no steps.

There is a disabled toilet outside of the staffroom. A changing hoist and shower (pupils use) is located in the main body of the school.

Toilets are easily accessible for all pupils and these are cited in cloakroom areas near to classrooms.

Accessible car parking is available adjacent to the main entrance (30 yards) and these are accessible to parents and visitors.

Signage around school is appropriate and checked regularly by the Caretaker. Any issues are reported to the office staff.

Risk assessments are in place for individual pupils with additional needs where appropriate.

Care plans are also in place and regularly reviewed and monitored by identified staff.

Our Practice:

At Walton we see ourselves as proactive and understand that communication with our stakeholders is important and vital to ensure that we can identify early issues, concerns or difficulties.

Key staff have responsibility for collecting information and making assessments at the start of a school year for both new pupils and parents and those pupils and parents already in our school.

The school is accessible for all pupils including access to extra-curricular activities, Before and After school club and other additional events. Support is in place for any pupils who might require adjustments to allow them to fully access any of these.

Curriculum and Learning Support:

At Walton all pupils have able to access a broad and balanced curriculum. This is adjusted and personalized as required to remove any barriers to learning. All pupils have full access to the curriculum and this also includes access to the wider curriculum including school trips, visits and events. The SENDco works with class teachers in providing support for any pupils that may require adapted learning in class or additional support through targeted provision.

Carefully planned spaces are located within school to support pupils who require:

- Intervention group and individual activities
- A Calm room to support social and emotional needs
- All work spaces are welcoming and resources of a high quality
- A good standard of provision is in place to support quality first teaching such as: writing slopes. Pencil grips, coloured overlays, modified print, wobble cushions, fidget toys, visual timetables.

External Support:

We regularly take advice and guidance from specialist services including teachers, advisors and health and education professionals to ensure that our school is fully accessible and we are able to meet individual need.

Linked Policies:

- Safeguarding policy
- H&S policy
- Behaviour policy
- SEND policy
- Curriculum policy
- Equalities Policy

Priorities for 2023 – 2025: Action Plan

Target	Actions	Review
Staff are fully aware of individual pupil need.	The SENDco will ensure that staff have the relevant information in class files and that this is acted upon Staff CPD is appropriate to the needs of the school – Epipen, Asthma, VI, Moving and Handling (hoist), Diabetes Classroom practice will reflect the advice and guidance from the SENDco and professional colleagues	September 2024
Curriculum access: any adaptations are in place and appropriate for the needs of learners	SLT and SENDco will conduct learning walks, planning scrutiny and professional discussion with class teachers. CPD in place to support new staff or staff with gaps in professional knowledge. Staff will have secure strategies in place to support pupils with SEND needs.	September 2024
All SEND pupils make good progress from their varying start points	Regular pupil progress and keeping up meetings led by SENDco Targeted support and intervention is robust and supports all curriculum subjects Work in lessons is clearly differentiated and scaffolds securely in place to support progress.	September 2024