



William Shrewsbury Primary School

Accessibility Plan

'to inspire a love of learning'

Under the Equality Act 2010, schools have a **general equality duty** and **specific duties**. It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

General equality duty

The **Public Sector Equality Duty** (PSED) has three main elements. In carrying out their functions, public bodies/schools must have due regard to the need to:

1. **Eliminate discrimination** and other conduct that is prohibited by the Act,
2. **Advance equality of opportunity** between people who share a **protected characteristic** and people who do not share it,
3. **Foster good relations** across all characteristics - between those who share a protected characteristic and those who do not.

The duty to have "due regard" to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.

Eliminating discrimination and other conduct that is prohibited by the Act

As a school we have:

- Copies of policies (for example: the Inclusion Policy, the Pupil Premium Strategy, the Building Positive Relationships Policy, Safeguarding policy, Curriculum policy) where included information has been effective in increasing schools ability to eliminate discrimination, reduce bullying etc.
- Awareness raising sessions with Governors, staff and pupils and the impact of these.
- Information on the action the school has taken to reduce discrimination such as responding to feedback from parents and pupils.
- Impact of aspects included within the curriculum aimed at eliminating discrimination and samples of work produced e.g. photographs of displays.

As a school we:

- Record feedback from pupils/parents on action taken to reduce gaps in attainment between diverse cohorts of pupils e.g. providing social skills or emotional support or a sanctuary for those with autistic spectrum disorders.
- Evaluate action taken by the school to remove/minimise disadvantages experienced by disabled pupils e.g. additional support evidenced through TA timetables, increased use of ICT to reduce reliance on reading text or writing etc.
- Steps to meet the particular needs of those with a disability through reasonable adjustments evidenced through teachers' planning.
- Accessibility plans aimed at increasing active participation in all parts of school life where appropriate.

Fostering good relations across all characteristics

As a school we:

- Identify and evaluate the impact of curriculum content that aims to promote tolerance and friendship and develop understanding of different disabilities.
- Record activities (school/class organisation for instance) that aims to reduce prejudice and increasing relationships between diverse pupil groups.
- Monitoring the impact of increased involvement with local communities/ partnerships with other schools that is aimed at increasing empathy between different groups of pupils.
- As an early adopter school of the new Relationships Education Statutory Guidance that becomes mandatory from September 2020, we will ensure our focus is on teaching the fundamental building blocks and characteristics of positive relationships and respect for all.

Specific duties

The specific regulations require schools:

- To publish information to demonstrate how they are complying with Relationships Education.
- To prepare and publish equality objectives.

In addition to its inclusion within the PSED equality objectives, we will make **reasonable adjustments** for pupils with a disability.

- Where a disabled pupil or adult is placed at a disadvantage compared to other pupils then we will take reasonable adjustments to try and reduce/remove the disadvantage.
- We will provide an auxiliary aid or service for a disabled pupil or adult when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils or adults.

Reasonable adjustments

Some pupils with a disability will have an Education, Health and Care Plan that will be provided by the LA and so they may not require anything further. However, if the disabled pupil does not have an EHCP then we will consider reasonable adjustments as a school. In addition to the duty to consider reasonable adjustments for particular individual disabled pupils, we will also consider potential adjustments which may be needed for disabled pupils generally.

Accessibility planning

William Shrewsbury is committed to equal opportunities and inclusion. This Accessibility Plan aims to:

- Increase the extent to which disabled pupils can **participate in the curriculum** by securing relevant staff training and ensuring classroom organisation.
- Improve the availability of **accessible information** to disabled pupils.
- Improve the **physical environment** of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

Improving the Curriculum Access at William Shrewsbury Primary School

We work closely with the following specialist services to ensure we are implementing the correct strategies for improving pupils' behaviours and access to learning:

- Hearing and visual impairment services
- Occupational therapists and physiotherapists
- Speech and language therapists
- Educational Psychologists
- Entrust SEND services

Target	Strategy	Outcome	Timeframe/Who	Cost
Effective communication and engagement with parents	At least termly meetings with parents or carers of those with SEND. These would use a structured conversation format. PLP meetings with parents. Stay and learn sessions. Invite parents to assemblies when we have visitors. Workshops to build understanding of SEND. FUSE parents group.	Parents/carers are fully informed about progress and next steps. They are aware of their child's needs and how to best meet them. Parents will feel supported by the school and will be working collaboratively.	In place and ongoing	AFA cost
All out-of-school and after school activities are planned to ensure the participation of the whole range of pupils	As well as year group trips, we will plan trips and experiences for our children with disabilities and those who are disadvantaged. This will ensure they have the opportunities that most children have. Risk assessments will be completed and providers will comply with the legal requirements.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Inclusion team In place and ongoing	-
Effective use of resources to increase access to	Strategic deployment of support staff. Use of ICT- iPads	All children with any type of additional need have access to	Inclusion team	£200

the curriculum for all learners	Slopes/ Now and Next boards/ visual timetables/ coloured overlays/ wobble cushions/ sensory equipment.	appropriate levels of support in the correct environment. Barriers to learning will be reduced with the use of resources.	In place and on-going	
Collect views of reasonable adjustments and inclusion of pupils with a disability, from the pupils' and their parents	Questionnaire/ meetings with parents and pupils to gain their feedback.	Whole school community involved in setting out possible improvements to be made.	Autumn term 2019	-
Adaptations to the curriculum to meet the needs of individual learners	Pastoral support: HOPE, Positive Play, Nurture, Helping Hands Individual plans- Physiotherapy/ OT/ SALT Access arrangements for assessments	Needs of all learners will be met and will have positive outcomes.	Ongoing Inclusion Team	Cost of staff and cover when staff on training
Improve educational experiences for those with a hearing impairment	Daily maintenance of the radio aids when required. Working closely with the teacher of the deaf and the LSAs. Consult with the hearing impairment team. Training for staff. Introduce Makaton across Early Years and KS1 and into Year 3.	Staff know how to operate and maintain the hearing technology. The learning experience of our learners are enhanced and the social opportunities are more positive and collaborative.	Inclusion Team and HI Team In place and on-going	Training costs

Improving the Delivery of Written Information at William Shrewsbury Primary School

Staff are aware of the services available through the LA for converting written information into alternative formats.

Target	Strategy	Outcome	Timeframe/Who	Cost
Availability of written material in alternative formats	Display appropriate leaflets for parents to collect. Increase the use of email and text service. Provide translated documents where appropriate.	The school will be able to provide written information in different formats when required for individual purposes. Delivery of information to disabled pupils and families improved.	Office and Inclusion Team	-
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it. Ensure parents are aware that alternative formats can be made available.	All school information available for all.	HE/Office/YM/ Class teachers In place and ongoing	-
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information available for all.	When required	-

Improving the Physical Access at William Shrewsbury Primary School

This covers all areas of the physical environment such as external areas, fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils to ensure they can access all aspects of education offered at William Shrewsbury.

Item	Activity	Timescale/Who	Cost
Poor quality lighting in some rooms	Rolling programme of upgrading lighting in classrooms in old part of the school.	Ongoing	£78,000
Replace the two mobiles that house Y3, the music room and resources room. Replace with one mobile that still houses 4 classrooms and toilets.	Obtain funding. Replace mobiles and furnish.	Dependent on funding	
Visibility in change of surfaces for VI	Repaint when faded: a) Repaint yellow lines on all existing steps b) Paint new lines on treads and risers for all other stepped areas. These are: mobile steps, steps outside New Hall foyer, edge of Quiet Retreat, doorstep to Junior playground from corridor	Site supervisor to complete	£50
Improvements to help the hearing impaired	Install hearing loop if required. Alarm linked to fire alarm.	SLT Site supervisor	£800
Improve signage to indicate access routes around school	To have the laminated signs around school with more permanent wall stickers.	SLT HE/MRu	£200
Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation. People with disabilities will be able to move unhindered around school. School Health and Safety group to keep records of jobs that needs to be done, share these with site supervisor and	MRa Site Supervisor	-

	then check they have been completed.		
Maintain safe access around the interior of school	Awareness of flooring, furniture and layout in planning for disabled pupils. School Health and Safety group to keep records of jobs that needs to be done, share these with site supervisor and then check they have been completed.	MRa Site Supervisor	-
Create a base for children with more complex needs so that they can be taught in a safe provision that promotes a calmer working environment that gives lots of opportunity for sensory and significant communication needs to be met.	Obtain funding to adapt a classroom into a SEND base. Visit other schools to ensure we are following research and best practice so that the base has the positive impact that we would like.	Inclusion Team	Unknown until bid has been accepted. £1500 for resources.