



Yeadon Westfield Infant School

ACCESSIBILITY PLAN 2022

Review 2025

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff, governors and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”. This plan is drawn up in accordance with this act.

Definition of Disability

You're disabled under the [Equality Act 2010](#) if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- The school recognises its duty under the Equality Act 2010
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.

- In performing their duties, governors and staff will have regard to above act

- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Actions

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

- **Education & related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

The Senco will assess the needs of pupils and make sure that all secured allocated funding is used for the benefit of the pupils with those specific needs.

- **Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

There are many issues to address to add to those areas which have already been put in place, such as ramps, access etc. The Leadership and Governors of the school will take appropriate advice when planning any alterations to the building to ensure that these issues are addressed.

- **Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

- **Financial planning and control**

The Headteacher with Senior Management Team, together with the Resources Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- Inclusion policy
- Curriculum policies



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School Access Plan [Appendix 1]

| | Objective | How | When | Goal Achieved |
|---|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------------------|
| 1 | Annual audit of pupil needs and training to meet those needs | Conversations with parents/carers/pupils | Summer Term | All school activities accessible to all children |
| 2 | Ensure efficient evacuation for all pupils including those with behavioural and learning difficulties | HT and site superintendent with advice from Inclusion staff | Ongoing | All staff aware of special plans for efficient evacuation |
| 3 | Improve provision for children with ADHD, emotional and behavioural and related disorders | Information sessions for staff, Team Teach training for appropriate staff Attachment training for all staff Review of behaviour systems | Ongoing | Staff have increased confidence and skills in working with children with behaviour problems and related issues |

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|---|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------|
| 4 | Ensure all school policies consider the implications of the Equality Act 2010 | Review by staff and governors. | Ongoing as part of a timetable of review. | Access to all aspects of school life by all pupils. |
| 5 | All out of school activities are planned to ensure the participation of a range of pupils | Consider individual needs to include advice from family and relevant outside agencies | Ongoing | Access to meet diverse needs. |
| 6 | To make reasonable adjustments to ensure any barriers to learning are removed. | Senco to draw up IEPs/IBPs with class teachers and parents. | Ongoing throughout academic year. | Yeadon Westfield Infant School is fully inclusive. |
| 7 | Availability of school information in different formats to meet any specific needs of school community. | School Business Manager to source support from LA when needed. | Ongoing | Information readily available in required formats. |
| 8 | Regularly audit access around school site from a range of perspectives: consider needs of new intake. | Health and Safety Walks Advice from outside agencies Parental advice | Termly | All children able to move safely around site. |