



Disability Equality Statement and Accessibility Plan 2023-2026

This Plan is to be read in conjunction with SUAT's Disability Equality Scheme and Accessibility Plan. The statement and plan below is specific to John Wheeldon Primary Academy.

Here at John Wheeldon Primary Academy we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

Under the Education and Inspections Act 2006:

- We welcome our duty to promote community cohesion. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

As a school we formulate specific and measurable equality objectives. These are kept under review and progress reported on annually. Current Objectives. 2023-2026:

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion ensuring that all learners, including those with Special Education Needs, and disabilities, make expected or better than expected progress.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.



- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural 2 activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Targets	Current good practice	Actions	Outcome	Timeframe	Goals Achieved
Equality and Inclusion					
Continue to raise awareness of equality and disability issues.	Awareness of visual impairment issues Specific care plans cater for all needs Awareness of visual impairment issues Awareness of hearing impairment issues. Enabling access to children with medical needs.	Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings. Audits completed annually and shared with Governors. Diabetes, Tracheotomy, Epilepsy training annually.	Adherence to current legislation. All stakeholders aware of responsibilities. Staff have awareness of specific disabilities and care required through care plans. All areas school made accessible to all	Annually during Autumn Term	A more inclusive school/environment



	Such as McArdles Disease.	Epipen training for allergies.			
Classrooms (both within and outside of school e.g. forestry) are optimally organised to promote the participation and independence of all pupils	All children access all lessons Forest school being accessed by all children. Enabling access to children with medical needs. Such as McArdles Disease.	Review the layout and resources used to ensure optimal inclusion	Children work independently in different environments	Annual Review	Increase access to National Curriculum
Continue to review Inclusion and Equal Opportunities recorded evidence of how staff provide access in all areas to all pupils including access to out of school activities, trips and residential. Giving children full access to the curriculum within	All children within school have had their needs met. Children access all areas of the curriculum including extra-curricular activities. PSHE/RSE curriculum to be taught weekly.	Policy reviewed and updated. Current curriculum analysed to ensure children are educated in equality differences. Review curriculum (RE and PSHE). Parent and pupil voice to be incorporated in reviews.	Policies reflect adherence to current legislation. Equal opportunities for all. The content of the curriculum will cover equality in cultures, religion and disabilities.	Annual Review	Teachers confident all children have full access to the curriculum. Increase access to all.



quality first teaching.					
To ensure that all learners make expected or better than expected progress.	Set challenging targets. Provision map in place.	Regular local offer updates. Regular reviews of progress and effectiveness of interventions Learning walks Books trawls Review delivery of teaching styles. Progress monitored for effectiveness. Monitor expectations of all children.	Children will have access to high quality teaching.	By the end of each term.	Increase in teacher confidence when supporting children.

Targets	Current good practice	Actions	Outcome	Timeframe	Goals Achieved
Physical Environment					
Ensure that all areas of school building and grounds are accessible for all	SEN staff audit accessibility of school buildings and grounds. Governors Health	Action Plan created Accessibility audit	Any modifications needed will be made to the school building and grounds that are	Ongoing updates to ensure buildings are satisfactory	All areas of the school are fully accessed by all



<p>children and adults and to continue to improve the access of the physical environment for all.</p>	<p>and Safety Committee to check accessibility and then produce an Action Plan based on the findings.</p> <p>The environment is adapted to the needs of pupils and adults as required.</p> <p>This includes:</p> <ul style="list-style-type: none">• Ramps (Office, Elm and Birch building)• Corridor width• Disabled parking bays <p>Library shelves at wheelchair accessible height.</p> <p>Disabled toilets.</p> <p>2 Defibrillators on site - staff have been trained on using these.</p>		<p>needed to facilitate ease of access for all.</p>		
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Targets	Current good practice	Actions	Outcome	Timeframe	Goals Achieved
Curriculum					
Classrooms and curriculum are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Ongoing training for all staff on different aspects of SEN and disabilities All out-of-school activities are planned to ensure the participation of the whole range of pupils. Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are	Review the needs of children with specific issues, provide all relevant training. Reinforce inclusive expectations within classrooms. Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases, for example Visual computer aids. Curriculum resources to include examples of people with disabilities.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.	Ongoing	Curriculum is fully accessible to all. All pupils making relative progress



	<p>appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.</p>				
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Targets	Current good practice	Actions	Outcome	Timeframe	Goals Achieved
Written/Other information					
<p>Improve the delivery of information to pupils and parents with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> -Large print resources -Pictorial or symbolic representations -Verbal communication 	<p>Make available school brochures, school newsletters and other information for parents/carers in alternative formats</p> <p>Availability of other written material in alternative formats also.</p> <p>Look to offer a wider range of communication</p>	<p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p> <p>The school will be able to provide written information in different formats</p>	Ongoing	Improvement of delivery of information to parents



		<p>methods e.g. PECS or Makaton. Reviewed provision map and a high proportion of communication needs have been identified. Training will be looked into.</p>	<p>when required for individual purposes</p>		
<p>Availability of written material in alternative languages.</p>	<p>Use of translators for parents where required Tracking of EAL children.</p>	<p>The school will use information and translations provided by the EAL Team for key information for EAL families</p>	<p>School information will be available for all.</p>	<p>Termly</p>	

Reviewed: January 2024