



**Westbury-on-Severn  
CE Primary School**

## **SCHOOL DISABILITY EQUALITY SCHEME**

### **Accessibility Plan 2025-2029**

The purpose of the Disability Equality Duty is to improve equality of opportunity for all disabled people using the school. Westbury-on-Severn CE Primary School's Disability Scheme will demonstrate how we as a school will ensure that the requirements of the Equality Act 2010 are met.

#### **Introduction:**

At Westbury-on-Severn CE Primary School, our values reflect our commitment to an inclusive school where there are high expectations of everyone. All children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care, respect and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve. We work together as a school community to enable all people who work and learn at Westbury-on-Severn CE Primary School to access learning so that they may have 'life in all its fulness.'

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

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The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

### **Objectives:**

Westbury-on-Severn CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Westbury-on-Severn CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;

- 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 timeframe.

The Westbury-on-Severn CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Health & Safety Policy
- Special Educational Needs Policy (SEND)

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## Appendix 1 DES Action Plan & Access Plan 2025-2029

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)
To ensure that the needs of disabled people are considered in all aspects of school life in order to meet the schools stated vision of inclusion for all.	Re-visit the schools vision and aims, amending them as necessary.	That the needs of disabled people are considered in all aspects of school life.	Immediate and on-going	Headteacher, staff and governors.
To review the premises plan to identify areas of challenge within the school buildings for current and future disabilities.	To undertake audit of premises. To identify any issues and timetable them into building plan To find out if there is diocesan support to help with funding any physical changes needed to the school building and grounds	Premises is fit for purpose and accessible for all people with or without physical impairments.	Audit - 2025 On-going	Chair of Governing Body in consultation with Diocese.
Access to the curriculum. Ensure ICT appropriate for children with disabilities	Following from previous audit (September 2024) Monitor and Review accessibility of ICT including whiteboards, laptops and iPads	ICT continues to be fit for purpose and supportive of all learners in accessing the full curriculum.	Audit – Sept 26 On-going monitoring	Head, ICT Subject Leader, ICT support team and SENCo

And effective learning environments	Use feedback from staff and children to ensure that all classrooms and resources are organised in accordance with children's needs. Regular monitoring and updating of Communication Friendly Spaces in all parts of the school, to reduce sensory stimulation and provide safe, calm spaces throughout school. See SEND policy for more adaptations to curriculum access for SEND pupils.	High quality teaching and learning will take place in all areas of school. Children will feel safe and able to access their learning.	Ongoing	Headteacher and all staff.
Access to Curriculum	Widgit and other forms of communication in print to be used to adapt specific task and instructions. Visuals in classrooms to be clear and updated regularly – e.g visual timetables/key words Sensory circuit to be available for children to regulate ready to start their learning.	Children will be able to access their tasks, and will be making good progress.	Ongoing	All staff, SENDco
Effective communication and engagement of parents and carers.	SEND guide available online and to be sent home to all parents who may need it. Adapted communication of newsletters, printed and available both with and without request.	Parents will feel well informed about the school and events increasing engagement and support.	Ongoing	SENDco, Admin, Headteacher.

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<p>Access to Outdoor Learning with particular reference to Forest Schools</p>	<p>Audit provision and accessibility arrangements for outdoor learning of Forest School Area Monitoring and adaptation of OPAL provision</p>	<p>All children will have equal access to outdoor learning with no restrictions to participation in Forest School sessions.</p>	<p>Ongoing</p>	<p>Head teacher, OPAL team, FS leader, staff.</p>
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