



St. Wilfrid's Church of England Primary School

Accessibility Plan

Our Christian Vision:

Our distinctive Christian vision is to follow Jesus' teaching, enabling all members of the school family to live and love fully. We aim for everything we do to be clearly reflected in our mission statement: **Love God, Love each other, Love learning.**

Let all that you do be done in love (1 Cor 16:14)

Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

This plan sets out the proposals of the Governing Body of St. Wilfrid's Church of England school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan. (See Appendices 1-3)

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

This Plan should be read in conjunction with the Schools other policies on Single Equalities and Special Education Needs.

The philosophy of St. Wilfrid's C. of E. School is based on inclusive principles which strive to promote equality.

Equality of opportunity at **St. Wilfrid's School** is about providing equal access and excellence for all in order to promote the highest possible standards of achievement.

St. Wilfrid's commitment to equal opportunities is driven by the National Curriculum Inclusion statement.

The school:

- sets suitable learning challenges;
 - responds to pupils' diverse needs;
 - overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- We aim to identify and remove barriers to disabled pupils in every area of school life and we make all children feel welcome irrespective of race, colour, creed or impairment.

1b Information from pupil data and school audit

1c Views of those consulted during the development of the plan

This accessibility plan has been developed in consultation with the staff, Governors, parents and pupils of the school.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum.

Our current pupils have total participation in the school curriculum, which is what we would wish to continue. In part, we achieve this by placing Teaching Assistants to work alongside pupils and support them.

The use of outside agencies for support, advice and training will continue to be sought, in order that teachers and Teaching Assistants can be advised effectively.

Early identification of the needs of any new pupils with disabilities is also an important part of this plan.

The school has set the following overall priorities for increasing curriculum access:

- Ensure that TAs are well trained, supported and utilised
- Ensure that new pupils with problems are quickly but effectively identified, and their needs known and met
- Ensure that outside agencies continue to be approached in dealing with issues involving greater expertise than staff possess

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Necessary physical changes will be on-going as and when the school learns of the needs of any disabled children who might attend in the future.

2C: The school's plans for improving delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

We aim to be able to respond effectively to needs/requests for information in alternative formats.

3. Making it happen

3A: Management, coordination and implementation

This plan is reviewed by the Governors Curriculum Committee, with a view to reporting back to the main Governing Body. Major items from this plan appear on the School Development Plan on an annual basis.

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Major items to appear in the SDP

- Headteacher to take lead on major initiatives
- Class teacher to take on day-to-day responsibilities for the pupils in their care.

3B: Getting hold of the school's plan

The school has set the following priorities for making its plan available:

- A copy will be made available on the school web-site and can be made available in different forms on request.

Date of review June 2025