Wincanton Primary School Accessibility Plan

2024-2026

January 2025

Approved by Chair of Governors

Signed:

Date: 21.1.2025

Proposed Date of Future Review: January 2026

WINCANTON PRIMARY SCHOOL
ACCESSIBILITY PLAN

Type of school	Primary School	Reception to Year 6
Accessibility & brief description of school site	Fully wheelchair accessible	yes
	Auditory / visual enhancements	no
	Other adaptations Our school is split across two buildings, one Victorian and one modern, with a large central playground within the middle of the site and a second at the front of the old Victorian building. The children of reception age also have access to their own play area on the front playground. Years 6, 5 & 2 are situated in the old Victorian building which has one year 6 class upstairs with only stairway access and there are two wheelchair safe access ramps on the lower floor; one near the year 2 classroom on the main playground and the other at the front of the Victorian building by the rear entrance. Years R, I, 3 & 4 are in the Modern two storey building. Year 3 and 4 are upstairs which can be accessed at either end by a double flight of stairs or at the Main entrance end via a fully functioning lift. The Reception and Year 1 classes have access to an innovative outside learning area directly from their classroom. Both Victorian and Modern buildings have disabled toilets with and Therapy rooms.	yes

	The school hall/dining room and drama studio are in a separate building off of the Victorian building. They are at ground level and can also be accessed via the central and front playgrounds with both rooms being accessed via stairs and access ramps. Two Elliot huts comprise of additional teaching spaces for alternative provision or intervention. These classrooms are at a raised level. There is an outside learning area off of one of these rooms. They are both accessible via ramps. A sensory/ quiet garden is available for activities. We have access to a field which is used for sporting activities, school land has been developed into a Forest School provision area and there is an outside wooden reading cabin. A dedicated parking bay is available on the slip road alongside the Victorian building and there is a new carpark with disabled bay outside the front of the new building. Based on individual cases, parents can apply for a morning drop off pass, which enables them to drive into the school staff car park to drop off pupils with specific needs.	
Core offer	Are you able to deliver your core offer consistently across all areas of your school?	yes
School policies available on your school website	SEN Policy Safeguarding Behaviour Are you familiar with the requirements of the Disability Discrimination Act 1995 & the Equality Act 2010?	This booklet forms part of the policy. yes yes yes

Indicate what your school has to offer (over and above your core offer)	**Specialist Equipment/ Facilities:** Easy access toilet Hoists Shower, easy access toilet and changing bed- in the Victorian Building Shower and easy access toilet-in the New Building Therapy suites with equipment for physical & creative therapy programmes in both buildings. **Input from therapists/ advisory teachers/ other specialist support:** We have access to an Educational Psychologist and specialist advisors from Somerset County Support Services. We also have access to a Parent Family Support Advisor who conducts home and school visits and offers advice on a range of issues. With your consent, we are able to liaise with medical specialists. As a school, we have heavily invested in improving our provision for social, emotional and mental health through the ELSA project (Emotional, Literacy Support Assistants). We have two fully trained support assistants who are under the supervision of the Educational Psychologist.
How do you promote inclusion within the school?	Lessons are as inclusive as possible, with adjustments made depending on need. Children with disabilities are included on all school visits and residential stays. Children are taught to use technology as part of their learning, as well as an aide to communicate.
How have we made Wincanton Primary accessible to children with SEN?	• We ensure that equipment used is accessible to all children regardless of their needs. • Key words & literacy resources are used across the school to support learning. • Practical maths resources are available in all classes. • Visual timetables, reminders & learning prompts are used in all classrooms. • Considerations will be made to ensure that all school trips are inclusive. Alternative activities may be offered whilst on a school trip to meet the needs of your child. If necessary, an additional adult may accompany your child on the trip. Adapted transport can also be provided. • Occupational Therapy & physiotherapy sessions can take place in the therapy suite. • An access toilet & shower room with changing bed is available. • A slightly smaller access toilet is also in the main building. • Ramps are around the school site.

	• Outreach work can be provided by WPS or access to a specialist programme offsite.

Mission Statement and ethos:

We seek to serve the local and wider community by offering children a caring and educationally rich learning environment in which to flourish as individuals and become increasingly valuable members of society. The school is committed to ensuring equal access for all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

Introduction

This plan is drawn up in accordance with compliance with the current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Definition of Disability

Section 6 of the Equality Act 2010 says that a person has a disability if the person:

Has a physical or mental impairment **and**

The impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities.

Definition of 'special educational needs'

The term 'special educational needs' has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Many children will have special needs of some kind at some time during their education.

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn.
They can affect their:

- behaviour or ability to socialise, e.g. they struggle to make friends
- reading and writing, e.g. because they have dyslexia
- ability to understand things
- concentration levels, e.g. because they have Attention Deficit Hyperactivity Disorder
- physical ability.

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 special educational need and/ or disability.

Principles

• Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's Special Educational Needs and/ or Disabilities Policy;
• The school recognises its duty:
    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.

• The school recognises and values parents' knowledge of their child's disability and its effect on his/hers abilities 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 New National Curriculum (2014) which underpins 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.

Activity

a) 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 Trusts.

b) Physical environment
The school has made adaptations and will continue to 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, colour schemes, and more accessible facilities and fittings.

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

Linked Policies

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

- School development plan
- WPS SEND Information Report
- SEND/ Inclusion Policy
- Equal Opportunities policy
- More Able and Talented/ Gifted and Talented Policy
- Curriculum policies