



Accessibility Plan West Rainton Primary School

‘We aim to create a safe, welcoming calm environment in which we can all learn. We will meet the needs of all individuals and enable them to achieve their full potential.’ *School Ethos Statement*

Central in achieving this aim is the expectation that pupils at West Rainton Primary School will be safeguarded against harm.

Head Teacher: Mrs A. McDonough
Chair of Governing Body: Rev. M. Beck
Date: April 2025
Date for review: April 2026



West Rainton Primary School Accessibility Plan 2025-2026

At West Rainton Primary School we want all children to enjoy school, to be challenged to achieve and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We are passionately committed to providing a broad and balanced curriculum and have high expectations for all children in all aspects of school life. The achievements, attitudes and well-being of all our children are central to all that we do.

Purpose of the Plan:

This plan shows how West Rainton Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Plans for accessibility improvement are developed through our school evaluation and developmental planning process. Our action planning for improvement addresses the following:

- Physical facilities
- The school curriculum
- Support services
- Awareness
- Communication of information

This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.

Definition of disability under the Equality Act 2010:

You are 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 activities.

What 'substantial' and 'long-term' mean:

- *'Substantial' is more than minor or trivial – eg: it takes much longer than it usually would to complete a daily task like getting dressed*
- *'Long-term' means 12 months or more – eg: a breathing condition that develops as a result of a lung infection*



Physical

Process for Identifying Barriers:

To ensure the building remains accessible for all, the Head teacher will monitor all risk assessments, service use and as part of the school evaluation process, feed back to the Governing body any modifications that may need to be made to ensure the building can be accessed and used by all.

Current access provision:

- The building has an accessible entrance at one end of the building and a small kerb at the main entrance.
- The paths leading to the building from the main highway are of different widths with the central pathway being wide enough for a wheelchair to pass comfortably.
- The EYFS outdoor areas and forest school are all accessible from ground level.
- The building has one *accessible* toilet and an adjustable electric changing table.
- There are different height tables situated around the building to accommodate need within the school, which can be moved to any area.
- The new dining room furniture allows for wheelchair access and is of a suitable height.
- There is flexibility and versatility in all classrooms to accommodate any pupils with physical needs. All tables and chairs can be moved.
- The school is served by a wireless system enabling internet access at the majority of points in the building.
- The school have a number of portable devices such as iPads and laptops for pupils use.

<i>Objectives for Improvement in Access to the Physical Environment 2025-26</i> Target	Strategies	Time-Scale	Responsibility	Success Criteria
To consider the needs of all children in the developmental and planning stages of new broadband provision.	To ensure the Rural connectivity gigabit provision meets the needs of all learners and improves remote learning if needed in future.	By Summer term end 2025	<i>Headteacher</i> (HT) and Governors	All pupils have access to digital resources and opportunities through an improved broadband offer and increased amount of devices in school. Software meets the needs of all learners and this is considered when evaluating new programs.



The School Curriculum

Process for Identifying Barriers:

Teachers planning is moderated and monitored by SLT and subject coordinators to ensure specific learning needs are accommodated and individual children's needs are identified.

Current Curriculum Provision:

- Within teacher's medium and short term planning, named pupils work on programmes aimed at improving their basic skills in literacy and maths, co-ordination, motor skills, speech and language, integration into group situation and socialisation skills. Delivery is conducive and adapted to meet all learner's needs.
- All children are given equal access to a wide range of extra-curricular activities, visits, visitors and themed weeks which address specific subject learning opportunities such as: science week and performing arts.
- The school constantly engages in additional staff training to ensure members of staff are first aid trained at different levels such as Paediatric First Aid, First Aid in the Work Place or Trained First Aider. Staff are given the knowledge and skills so that they feel proficient, skilled and knowledgeable to meet the needs of all pupils with a disability or allergy such as diabetes, intolerance, autism, ADHD or visually impaired.
- To ensure the curriculum is accessible for all, the school use visual timetables, wobble boards, pencil grips, motor programs, movement programs, speech and language programs and offer a number of therapy programs as a means of support for identified pupils.
- All staff receive Level 1 safeguarding training, the HT, DHT and EYs lead have level 2 qualifications and the HT has attended numerous additional safeguarding training sessions.
- All elements of Social, Moral, Spiritual and Cultural education including addressing British values and safeguarding concerns such as E-safety are permeated across subject and evident in class display books and the sharing of pupils work through display. All pupils identified with a learning need, in each class, have access to intervention programs as part of their daily teaching program.

<i>Objectives for Improvement of Access to the School Curriculum 2025-26: Target</i>	Strategies	Time-Scale	Responsibility	Success Criteria
To ensure all staff are confident and knowledgeable of their pupils needs at the start of the new term.	Teaching staff to meet regularly to evaluate the impact of disruption to schooling on all pupils and curriculum leads/SENDCo to build into planning opportunities for catch-up and recovery.	September 2023 Reviewed on a termly basis	HT, SENDCo and all teachers	Good progress is made by all children regardless of need and/or level of disruption to learning.



To keep up-to-date on all safeguarding training	Review needs of all staff for safeguarding considerations when teaching remotely and at distance. New staff are fully inducted into safeguarding practises both pre and post pandemic.	September 2023	Office Manager SENDCO HT	The pupils are kept safe at all times and staff are aware of the reporting procedures in place.
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Support Services

Process for Identifying Barriers:

Information is shared amongst multi-agency professionals working in County Durham. Information is sought from the previous school for all pupils admitted to the school at the beginning or through the academic year. The SENCO, HT or class teachers attend all transfer-in meetings, or multi-agency meetings to identify need. Support Plans and pupil files are regularly updated after discussions with multi-agencies and professionals.

Current Support Services:

- The school work very closely with multi-agencies within the local authority to ensure a catalogue of evidence and advice is available to support and meet the needs of children. This information or chronology is updated regularly after meetings or discussions concerning the child.
- The school use the services of all the professional teams working within the local authority including health colleagues such as CAMHS, SALT, EMTAS, Health Visitors, School Nursing Team, Virtual Schools, Counselling Service, Family Workers, Domestic Violence workers, One Point teams and Social Workers.
- The school also buy into the services of the Local Authority Educational Psychology Service.

<i>Objectives for Improvement of Access to Support Services 2025-26: Target</i>	Strategies	Time-Scale	Responsibility	Success Criteria
To continue up-skilling members of staff to have a working knowledge of multi- agency support available for all pupils.	To audit current skills of all staff in relation to support services they can offer pupils; Ensure all staff receive	September 2023 and on-going.	SENDCo All Teaching Staff HT	The needs of each child are known and teachers feel confident in dealing with any situation that may arise proficiently. All policies and guidelines



	Safeguarding training and know the referral process in school. Ensure all staff are working with the SENDCo to identify areas of need for each child. To audit all policies and guidelines in relation to SEND, Safeguarding, Accessibility and Equality.			are available for reference and uploaded on to the website for access.
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Awareness

Process for Identifying Barriers

All stakeholders have the opportunity to partake in an evaluation session at the end of an academic year to identify the school's strengths and areas for development. On a termly basis the HT reports to the Governing Body on the school provision, curriculum design and staffing professional development to ensure there is a culture of understanding relating to Equality.

Current forms for ensuring Awareness:

- Within the curriculum, time is set aside to address aspects of Equality and explore pupils understanding and values through small group discussion, UN charter of Children's Rights and activities and questions around aspects of learning.
- The school is participating in Rights Respecting Schools Award to raise awareness of equality for all.
- The school has recently renewed its Inclusion Quality Mark to Centre of Excellence status and will be sharing good practice within a wider network.



<i>Objectives for Improvement of Access through Raising Awareness 2025-26:</i> Target	Strategies	Time-Scale	Responsibility	Success Criteria
To address different aspects of equality through our RSHE curriculum.	HT is curriculum lead for RSHE and a structured whole-school progression is planned and reviewed ensuring children have a good awareness of inclusive practice.	September 2023 Ongoing	HT (RSHE lead) and all teachers	There is an ethos of care, value, tolerance and acceptance clearly felt in school.
To ensure all staff are confident and knowledgeable in delivering the objectives of our Inclusion Quality Mark award.	All teaching staff to evaluate the IQM objectives particularly around sharing good practice.	September 2023 and on-going.	HT DHT (IQM lead)	The needs and feelings of each child in school and the wider community are valued and respected.

Communication

Process for Identifying Barriers:

The Governing Body and HT audit the methods in which to communicate with parents, carers, teachers and pupils to ensure all methods of communication and getting information distributed is effective.

Current Forms of communication used:

- The school presently uses a number of methods to communicate with stakeholders and keep people up-to-date with life in school and their children's learning, such as termly parents evenings, half termly newsletters, notice boards outside the main pick up point, personal invites, text messaging, and school website.
- During the pandemic, the school has adapted to live teaching through daily Teams lessons for all pupils. The use of Class dojo has also added to our range of communication methods.
- Parents have daily and weekly access to their child's reading diary and homework diaries to correspond with teachers on matters arising.
- Teachers are always available at the start and close of the school day on the main yard when they see their pupils out of school.



Objectives for Improvement of Access through Communication 2025-2026: Target	Strategies	Time-Scale	Responsibility	Success Criteria
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For all teachers to be kept up-to-date as to the categories their pupils fall within, such as SEND [Special Educational Needs or Disability] PP [Pupil Premium] , CLA [Children Looked After], FSM [in receipt of Free School Meals], EAL [English as an Additional Language] or GRT [Gypsy, Roma, Traveller]	To prepare pupil progress cohort information sheets which highlight the group or groups a child may fall within. This will also be important when considering the gaps in children's knowledge, understanding and skills from the covid partial closures.	September 2020 and ongoing	HT SENDCO All teachers	All data analysed shows pupil progression and indicates the attainment levels at least meet, if not exceed, expectations nationally for specific pupil groups.
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