



WALKERINGHAM
PRIMARY SCHOOL
think smart be kind

Accessibility Plan

Review Date: January 2025

Revised date: January 2023

Approved by Governors (date): January 2023

Walkeringham Primary School Accessibility Plan

Legislative Context

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment.

and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every two years and approved by the Governing Body. The School Improvement Plan addresses priorities identified and timings for actions are set.

Introduction

Walkeringham Primary School is committed to ensuring that that all pupils, irrespective of gender, ethnicity and special needs and/or disability, make the best possible progress during their time at the school. Teaching staff practice high quality teaching and differentiation as a first response to ensure all individual pupils’ needs are met.

We have, or are able to put in place provision to support pupils with a range of different needs; Cognition and Learning needs, Social, Emotional and Mental Health Difficulties (SEMH), Communication and Interaction needs and Sensory and Physical needs.

Walkeringham Primary School is a one storey building, catering for the needs of pupils between the ages of 3 – 11 years. Class sizes are small and all lessons are tailored to the pupils’ needs and work is planned and matched to the pupils’ different abilities. Pupils are given the opportunity to access the curriculum at a level which is suitable for them. Care is taken to identify a child’s preferred way of learning and work is planned accordingly.

Our Commitment

At Walkeringham Primary School all pupils, irrespective of gender, ethnicity and special needs and/or disability have a genuine opportunity to experience all aspects of the school curriculum and are given the opportunity to fulfil their potential. We strive to ensure that all pupils have very positive relationships with the adults they work with, and thus feel they can talk to their class teacher or any other adult about any concerns or worries they may have. Every child’s well-being is considered extremely important.

Our Aims

- To ensure that all pupils, irrespective of any particular need, are supported to achieve their full potential in terms of their academic achievement and their social, moral, spiritual and personal development.
- To work closely with parents/carers, and maintain an open dialogue to ensure that parents are fully involved with all aspects relating their child's education.
- To provide an inclusive environment in which all pupils feel valued and confident to participate.
- All outcomes from the School Improvement Plan address the identified needs of all pupils in the school.
- Every person will be encouraged to develop, make progress and will be afforded equality of opportunity.
- To provide appropriate support to allow all pupils, to access a wide and varied curriculum that meets the requirements of the new Primary National Curriculum and that offers appropriate levels of challenge.
- To target resources effectively to maximise the learning opportunities for all pupils.
- We will work in partnership with governors, parents and carers, local schools and all agencies that support pupils.

Our Priorities

At Walkeringham Primary School we have set the following priorities regarding accessibility:

1. Teaching staff to differentiate learning targets and outcomes, teaching strategies and approaches within units of English, Maths and Topic, to maximise involvement and learning for each pupil. The school recognises that teaching approaches must reflect the learning styles of individual students.
2. To enhance the opportunity for all pupils to voice their opinions feelings and views within school, regarding their learning.
3. To organise good quality SEND training for the staff to help them develop and modify learning approaches to meet the needs of all children.