



West Park Church of England Primary School

Disability Equality Scheme and Accessibility Plan

‘Let your light shine’ Matthew 5

Reviewed by: Date: Agreed by Governors: Staff briefing: Next Review due:	H Ellis Inclusion Lead August 2025 Autumn Term 2025 Autumn Term 2025 Autumn Term 2026
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1. Introduction

West Park CE Primary School is a large school on the outskirts of Worthing. The school also has two types of Special Support provision for 6 children with Physical Disabilities and for 16 children with Communication and Interaction Needs.

2. Aims

Our school aims to treat all its pupils, and any others involved in the school community, fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Increase the extent to which pupils with disabilities can participate in the curriculum:

Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided:

Improve the availability of accessible information to pupils with disabilities:

The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

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](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Our staff recognise their duty under the Equality Act:

- 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

3. Financial Planning and Control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Acronyms explained-

EAL-English as a Second language **SENCO**-Special Needs Co-ordinator **SLT**-Senior Leadership team
TIC-Teacher in Charge

4. Action plan

The following action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils Staff adapt trips so that all children are able to attend and access activities alongside their peers The school ensures that there are clubs available that can be accessed by all pupils Staff adapt learning tasks so that all children have the opportunity to access a varied curriculum Staff celebrate diversity through the curriculum and worship sessions. 	<p>All children have access to the curriculum.</p> <p>Build a curriculum which reflects modern Britain and all of its diversity</p>	<ul style="list-style-type: none"> Annual curriculum access audit. Annual transition planning discussions take place with key staff, children and parents. Provision of brain/movement breaks in every class for all children. Flexible and personalised approaches to learning implemented effectively. Language screen assessments completed and interventions initiated as appropriate. Ongoing curriculum development to ensure there are opportunities to celebrate different heritage and cultures. Ensure that key texts being used in lessons and books in the library celebrate diversity. 	Subject leaders Inclusion Team Class teachers SENCO/TIC/Year leads monitor Class teachers SENCO/TIC/Year leads monitor SENCO/TIC Subject leaders Subject leaders	Ongoing process	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Wide corridors • Disabled parking bays • All areas of the school are accessible for all children with disabilities • Low arousal classroom environments are encouraged throughout the school • Accessible toilets are available for those children/adults who need it • Hygiene rooms are available for children with physical disabilities • Development of sensory provision within the classroom and access to the sensory room for children who have sensory difficulties 	All children have access to the physical environment.	<ul style="list-style-type: none"> • Annual premises access audit. • Annual transition planning discussions take place with key staff, children and parents. • Low arousal classroom environments will be set up by teachers • Resources are within easy reach of all children to promote learning, independence, respect and reduce stigma. 	Inc./Premises Team Inclusion team Class teachers SENCO/TIC/Year leads monitor Class teachers SENCO/TIC/Year leads monitor	Ongoing process	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations <p>Further support may include:</p> <ul style="list-style-type: none"> • Structured support in lessons • Staff will sometimes scribe for children if they have physical difficulties or struggle to write down their ideas • Visual aids to support with language development and sentence structure • Use of pencil grips/angled desk stands to aid with writing • Assistive technology to aid recording of ideas 	<p>Use of technology and IT to enable all pupils to fully access the curriculum.</p> <p>Families are able to access information shared with them as an equal member of the school community.</p>	<ul style="list-style-type: none"> • Continue to monitor curriculum delivery – lessons, lesson plans and classrooms. • Plan appropriate training where required • Monitor the use and requirement of IT equipment • Communication methods are adapted to meet the needs of the family, for example English as an additional language (EAL) families, literacy difficulties or mental health barriers. • SEN parent forum provides an opportunity for parents to access information and to ask questions 	Class teachers SENCO/TIC/Year /subject leads monitor SLT SLT SLT Inclusion Team	On-going	Ongoing

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality and diversity policy
- Equalities statement
- Special educational needs (SEN) information report
- Inclusion policy
- Medicines policy

Policies can be found on the school website

<https://www.westpark.w-sussex.sch.uk/page/?title=Policies&pid=22>