

WINSFORD HIGH STREET COMMUNITY PRIMARY AND  
NURSERY SCHOOL

ACCESSIBILITY POLICY & PLAN

DATE ADOPTED	
LAST REVIEWED	Autumn 2023
AUTHOR/OWNER	SLT
REVIEW CYCLE	3 years or as required
NEXT REVIEW DATE	Autumn 2026

**WINSFORD HIGH STREET COMMUNITY PRIMARY & NURSERY SCHOOL**  
**ACCESSIBILITY POLICY & PLAN**

**LEGAL FRAMEWORK AND BACKGROUND TO THE ACCESSIBILITY PLAN FOR DISABLED CHILDREN**

The Equality Act 2010 requires schools to carry out accessibility planning for disabled pupils aimed at:

- 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

This plan shows how the staff, governors and families at Winsford High Street Community Primary School intends to continue to increase the accessibility of all areas of our school for disabled pupils.

**Definitions**

Under the terms of the Equality Act 2010, a disabled person is defined as

***‘Someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.’***

The definition includes children and young people with physical or sensory impairments, such as those with a hearing or vision impairment, or who have physical disabilities. It also covers chronic medical and mental health conditions, such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV.

**School Vision and Values**

The aim of Winsford High Street School is for all children to achieve highly, participate fully, and be happy and live life to the full. In our school we aim to treat each child as an individual and to provide a learning environment where everyone respects each other. We are committed to giving all of our children every opportunity to achieve the very best that they can. We value all learners equally, recognise and respect difference and aim to foster positive attitudes and relationships. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan is an important part of the school's drive to ensure equality of opportunity for all children and outlines areas for improvement and timescales for implementation. Progress towards the goals set out in the plan is reviewed annually by the Governing Body and is revised every 3 years.

### **Winsford High Street Community Primary & Nursery School**

Winsford High Street School is a town based primary school in Cheshire West and Chester with a pre-school nursery. There are currently children with a range of disabilities attending Winsford High Street Primary School, including those with sight, auditory, learning, social, emotional, interaction and communication difficulties. There are also a number of children with chronic medical conditions who are classed as disabled under the Equality Act 2010. At present there are no wheelchair dependent pupils, although the main entrances are wheelchair accessible.

Improving outcomes for all children is at the very heart of everything we do at Winsford High Street School and increasing access to the school curriculum for children with disabilities is a key objective. Because of this we aim to support staff to develop their skills and understanding in all areas in order to promote the highest standards of teaching and learning for all children.

We aim to meet the needs of each individual child through promoting inclusion and ensuring that all children are able to participate fully in the whole life of the school.

### **Contributions to the Plan**

The Accessibility Plan has been drawn up in consultation with children, families, school governors and staff. Individual children with specific needs and their parents were asked directly about how we could improve things for them.

Families of children with disabilities told us that they wanted:

- their children to be able to do just what other children in the school could do.
- their children to be happy in school and well supported, so that they could join in everything the school has to offer.
- the school to continue to communicate with them so that they could work with us to plan for their child appropriately.

They gave us examples of where we had done a good job in supporting their children by making 'reasonable adjustments' such as

- Providing visual timetables
- Individual Choose Boxes
- Individual Sensory Boxes
- Visual Cues (worn by all staff)
- Enlarged print books provided from the Vision Impairment Team
- Classroom audits by LA specialist team to provide advice about seating in the classroom, then implemented by school
- Providing 'Cool Down' areas in all classrooms
- Ramp for wheelchair access
- Small group and 1:1 support
- High visibility markings for visually impaired pupils
- Individual Handling Plans
- Individual Risk Assessments
- Individual Health Care Plans

## **Who is responsible for ensuring that the Accessibility Plan is in place and followed?**

### **The school Governing Body is responsible for:**

- making sure the school complies with the relevant equality legislation
- making sure requirements of the equality Act 2010 are implemented, that there is a school Accessibility Plan in place and available on the school website
- monitoring the implementation and effectiveness of this plan on a regular basis (at least annually).

### **The Head teacher is responsible for:**

- making sure the school Accessibility Plan is regularly reviewed and updated with the Governing Body
- monitoring the implementation and effectiveness of this plan on a regular basis.
- making sure the Accessibility Plan is readily available and that the governors, staff, pupils, and their parents and carers are aware of it
- making sure all staff know their responsibilities in relation to Equality Act 2010 legislation and receive training and support in carrying these out
- taking appropriate action in cases of discrimination in relation to disability.

### **Individual staff are responsible for:**

- dealing with discriminatory incidents
- being able to recognise and tackle bias and stereotyping
- promoting equality of access
- ensuring that specialist advice is implemented for children with disability and that access arrangements are in place
- planning differentiated learning opportunities
- setting challenging and aspirational targets for children with SEND
- tracking and monitoring outcomes for individual children
- avoiding discrimination against anyone for reasons covered by the Equality Act 2010

### **Parents are responsible for:**

- supporting the promotion of equal opportunities

### **Pupils are responsible for:**

- following agreed school rules and guidelines
- being kind and supportive to others

## ACCESSIBILITY PLAN 2023-2026

Increase the extent to which disabled pupils can participate in the life of the school						
<p><b>Long Term Goals</b></p> <ul style="list-style-type: none"> <li>To continue to ensure that no school policies or activities discriminate against children with disabilities and develop and implement strategies across all areas of the life of the school to include everyone equally.</li> <li>To continually review attainment outcomes for children with SEND and take action to improve these year on year.</li> <li>Ensure that children themselves have a forum for their views about how well their needs are met in our school.</li> <li>Ensure that all staff are aware of their responsibilities under the requirements of the Equality Act 2010.</li> <li>Promote a positive school culture and raise awareness of equality across the school.</li> </ul>						
Increase the extent to which disabled pupils can participate in the curriculum Including Environmental Adjustments						
Identified Area	Actions and Timescales Short Term Sept 2023-July 2024	Actions and Timescales Medium Term Sept 2024-July 2025	Actions and Timescales Long Term Sept 2025-July 2026	Resources and costs	By whom?	Monitoring and Evidence of Outcome
As part of the Equality Act 2010 anticipatory duty, ensure that educational visits and extra-curricular activities are planned to include all children where possible. Any providers should be able to meet the needs of pupils attending the venue.	Review Educational Visits arrangements – identifying strategies to overcome potential discrimination.  Review and audit extra-curricular provision to ensure equity of access and identify any barriers.  Continue to seek advice from LA re accessibility of	Continue to review Educational Visits policy.  All new extra-curricular activities to be reviewed to ensure equal access prior to starting.  Policy statement on Extra Curricular activities to continue to be available for families on the school website.	Continue to review Educational Visits policy.  All new extra-curricular activities to be reviewed to ensure equal access prior to starting.  Policy statement on Extra Curricular activities to continue to be available for families on the school website.	Allocated professional development time	Head teacher  Senior Leadership Team  Governing Body  SENDCo Team	Senior Leadership Team

	<p>outdoor activity centres for residential visits.</p> <p>Residential visits planned for 2023-2024 to be fully accessible to all children.</p> <p>Review visits undertaken and revisit the Educational Visits Policy to ensure that it remains relevant.</p> <p>All school activities to be accessible to all students.</p>					
<p>Improve attainment outcomes for children with SEND annually in relation to others nationally.</p>	<p>Review attainment outcomes for children with SEND and identify key development areas.</p> <p>Identify under achieving groups.</p> <p>Continue to implement robust data tracking arrangements for children with SEND in line with changes to whole school data/assessment.</p> <p>Identify 'gaps' and seek support from specialists to implement targeted strategies to improve these for individual children where necessary.</p> <p>Identify 'gaps' in intervention or support</p>	<p>Identify Areas for further staff training and implement a training plan.</p>	<p>Identify Areas for further staff training and implement a training plan</p>	<p>Time allocation for relevant Lead teachers and senior managers</p> <p>Governing Body</p>	<p>SENDCo Team</p> <p>Senior Leadership Team</p> <p>Governing Body</p>	<p>Lead SENDCo</p>

	<p>and explore options for targeted intervention</p> <p>Seek advice from outside agency specialists to support improved outcomes for individual children further</p> <p>Continue to provide staff training/guidance to ensure full knowledge and understanding of quality first teaching strategies.</p> <p>Quality first teaching for children with Social Communication difficulties. School to work with the local Autism Team Training programme.</p> <p>Continue to identify and source mandatory and job specific training for staff.</p> <p>Member of staff to be enrolled and undertake ELSA training across the academic year.</p>					
To continue to improve provision for those pupils with ASC/Social Communication difficulties.	<p>School to maintain the Social/Communication Friendly Programme with the LA Autism Team by:</p> <ul style="list-style-type: none"> <li>All teaching/ support staff wearing visual cues</li> </ul>	All SEND pupils to be in receipt of a One-Page Profile which is updated at the start of each academic year by the class teacher.	All pupils to be in receipt of a One-Page Profile which is updated at the start of each academic year by the class teacher.	Time allocation for SENDCo  Governing Body	SENDCo Team  Inclusion Team	Lead SENDCo

	<ul style="list-style-type: none"> <li>• Each classroom using ASD friendly universal visual timetable &amp; tray labels.</li> <li>• All staff using and referring to CWAC's 'Autism Primary Key Factors for Quality First Teaching Guide' to support pupils with social communication difficulties.</li> <li>• Teachers/SENDCo Team to maintain and access the support and advice of x1 ASD Champion Teaching Assistant when supporting children &amp; parents. Teacher to refer to Autism Team if additional support is required.</li> <li>• Staff to continue to complete Sensory Processing Checklists with SENDCo and parents to identify specific needs</li> <li>• x2 Sensory Rooms to be audited and resources replenished.</li> <li>• Individual Pupil Sensory Boxes to be audited and replenished.</li> <li>• Outdoor Learning/Forest</li> </ul>	<p>Further development of transition packs.</p>			<p>ASC Champions</p> <p>Senior Leadership Team</p> <p>Governing Body</p>	
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	School sessions.					
To continue to support pupils with a range of social and emotional needs by maintaining the CWAC CIC Attachment Friendly Award.	<p>Cool down areas reinstated, audited and replenished.</p> <p>To maintain the Attachment Friendly Award with the Local CIC Team.</p> <p>Designated Teacher to continue to attend CIC CWAC Clusters meeting one per term. Designated Teacher to attend annual CIC Conference and implement key points.</p> <p>Staff to support children/families by accessing resources from Attachment Training and SSS Learning Modules.</p>	<p>Cool down areas reinstated, audited and replenished.</p> <p>To maintain the Attachment Friendly Award with the Local CIC Team.</p> <p>Designated Teacher to continue to attend CIC CWAC Clusters meeting one per term. Designated Teacher to attend annual CIC Conference and implement key points.</p> <p>Staff to support children/families by accessing resources from Attachment Training and SSS Learning Modules.</p>	<p>Cool down areas reinstated, audited and replenished.</p> <p>To maintain the Attachment Friendly Award with the Local CIC Team.</p> <p>Designated Teacher to continue to attend CIC CWAC Clusters meeting one per term. Designated Teacher to attend annual CIC Conference and implement key points.</p> <p>Staff to support children/families by accessing resources from Attachment Training and SSS Learning Modules.</p>	Usually provided FOC.	<p>SENDCo Team</p> <p>Senior Leadership Team</p> <p>Governing Body</p>	Lead SENDCo
To continue to improve access for children with hearing difficulties.	<p>Continue to source BSL Level 1 qualification training from the Sensory Support Service for a child's new teacher/Teaching Assistant</p> <p>SENDCo Team to complete any equipment insurance paperwork with The Sensory Service</p> <p>Purchase equipment recommended by The Sensory Service.</p>	Plan any additional staff training from Sensory Service if required.	Plan any additional staff training from Sensory Service if required.	Deaf Awareness training & TA specialist training provided at no cost from Sensory Service.	<p>SENDCo Team</p> <p>Senior Leadership Team</p> <p>Governing Body</p>	Lead SENDCo

	<p>SENDCo Team member to Action &amp; Share Sensory Service weekly/annual reports with teachers/parents.</p> <p>SENDCo Team member to arrange/attend termly review meetings with Sensory Service, teachers, child and parents.</p>					
To continue to improve IT to increase access to curriculum for children with disabilities and vulnerability.	<p>Review existing IT provision, both software and hardware in relation to individual pupil need.</p> <p>Continue to seek external advice on best practice models for specific children. Involve pupils in review of hard &amp; software. Prioritise new software to purchase.</p> <p>Ensure all children classed as 'vulnerable' have access to an electronic device.</p>	Prioritise new software requirements and include in school Development Plan for implementation programme within budget constraints.	Prioritise new software requirements and include in school Development Plan for implementation programme within budget constraints.	Needs basis	<p>ICT Co-ordinator.</p> <p>SENDCo Team</p> <p>Senior Leadership Team</p> <p>Governing Body</p>	SLT
To continue to support pupils with Speech, Language & Communication Needs.	Maintain good practice with SALT Therapist working with EHCP children, clinic children	Maintain good practice with SALT Therapist working with EHCP children, clinic children	Maintain good practice with SALT Therapist working with EHCP children, clinic children	£6000 per year approx.	SENDCo Team	Lead SENDCo

	<p>and wider SALT programme. To liaise with Speech &amp; Language Service by sending referrals, providing information, implementing care plan, delivering speech &amp; Language Therapy.</p> <p>Teacher/Teaching Assistants allocated to delivering speech &amp; Language Therapy.</p> <p>Staff to measure the impact of Speech &amp; Language Therapy and SENDCo to monitor and feedback to SLT/Governors.</p> <p>Staff to attend the appropriate Speech &amp; Language training offered through the CWAC SALT Training Programme.</p>	<p>and wider SALT programme. To liaise with Speech &amp; Language Service by sending referrals, providing information, implementing care plan, delivering speech &amp; Language Therapy.</p> <p>Teacher/Teaching Assistants allocated to delivering speech &amp; Language Therapy.</p> <p>Staff to measure the impact of Speech &amp; Language Therapy and SENDCo to monitor and feedback to SLT/Governors.</p> <p>Staff to attend the appropriate Speech &amp; Language training offered through the CWAC SALT Training Programme.</p>	<p>and wider SALT programme. To liaise with Speech &amp; Language Service by sending referrals, providing information, implementing care plan, delivering speech &amp; Language Therapy.</p> <p>Teacher/Teaching Assistants allocated to delivering speech &amp; Language Therapy.</p> <p>Staff to measure the impact of Speech &amp; Language Therapy and SENDCo to monitor and feedback to SLT/Governors.</p> <p>Staff to attend the appropriate Speech &amp; Language training offered through the CWAC SALT Training Programme.</p>		<p>Senior Leadership Team</p> <p>Governing Body</p>	
<p>To continue to consult with The Educational Psychologist when requiring additional support and/applying for Top Up Funding/an EHCP.</p>	<p>SENDCo Team to liaise with The Educational Psychology Team if school requires additional advice for a child/wish to apply for an EHCP.</p> <p>SENDCo Team to liaise with Head Teacher &amp; Governing Body to identify applicable children.</p>	<p>SENDCo Team to liaise with The Educational Psychology Team if school requires additional advice for a child/wish to apply for an EHCP.</p> <p>SENDCo Team to liaise with Head Teacher &amp; Governing Body to identify applicable children.</p>	<p>SENDCo Team to liaise with The Educational Psychology Team if school requires additional advice for a child/wish to apply for an EHCP.</p> <p>SENDCo Team to liaise with Head Teacher &amp; Governing Body to identify applicable children.</p>	<p>£5000 per year approx.</p>	<p>SENDCo Team</p> <p>Head Teacher</p> <p>Governing Body</p>	<p>Lead SENDCo</p>

	<p>SENDCo Team to purchase Educational Psychologist hours.</p> <p>School &amp; parent/carers to use the purchased hours appropriately (observation/consultation s/report writing).</p>	<p>SENDCo Team to purchase Educational Psychologist hours.</p> <p>School &amp; parent/carers to use the purchased hours appropriately (observation/consultation s/report writing).</p>	<p>SENDCo Team to purchase Educational Psychologist hours.</p> <p>School &amp; parent/carers to use the purchased hours appropriately (observation/consultation s/report writing).</p>			
<p>To continue to improve all staff Knowledge and Understanding of Equality Act requirements in relation to access to the curriculum.</p>	<p>Ensure all classrooms and resources are organised in accordance with pupil need. SENDCo Team to conduct regular Learning Walks of the School.</p> <p>SENDCo Team to support setting targets, screening targets and support.</p> <p>SENDCo Team Members to attend CWAC training each half term and implement as appropriate.</p> <p>SENDCo Team to attend the Winsford Educational Partnership SENDCo Cluster Meetings one per term in order to share good practice across the town.</p>	<p>On-going training for all staff with particular focus on staff new to the school team.</p>	<p>On-going training for all staff with particular focus on staff new to the school team.</p>	<p>Staff training</p> <p>Individual staff training as necessary</p>	<p>SENDCo Team</p> <p>Senior Leadership Team</p>	<p>Lead SENDCo</p>
<p>To continue to promote positive attitudes to disability across the school.</p>	<p>PSHE Coordinator to liaise with Inclusion Team, Teachers, Parents/Carers, children,</p>	<p>PSHE Coordinator to liaise with Inclusion Team, Teachers, Parents/Carers, children,</p>	<p>PSHE Coordinator to liaise with Inclusion Team, Teachers, Parents/Carers, children,</p>	<p>Time allocation for subject leader.</p>	<p>PHSE Subject Lead</p>	<p>Leadership team</p> <p>Governing Body</p>

	<p>Governors and SLT to review the PSHE/No Outsiders/SRE Curriculum.</p> <p>Assembly Coordinator to review the Assembly Programme each term: widen focus of Different/Same theme Involve local disability groups in assemblies and visits to school.</p> <p>Weekly newsletter/tweets to include achievements of pupils.</p>	<p>Governors and SLT to review the PSHE/No Outsiders/SRE Curriculum.</p> <p>Assembly Coordinator to review the Assembly Programme each term: widen focus of Different/Same theme Involve local disability groups in assemblies and visits to school.</p> <p>Weekly newsletter/tweets to include achievements of pupils.</p>	<p>Governors and SLT to review the PSHE/No Outsiders/SRE Curriculum.</p> <p>Assembly Coordinator to review the Assembly Programme each term: widen focus of Different/Same theme Involve local disability groups in assemblies and visits to school.</p> <p>Weekly newsletter/tweets to include achievements of pupils.</p>	<p>£500 for any new resources (No Outsiders)</p>	<p>PSHE Coordinator &amp; Inclusion Team</p> <p>Assembly Coordinator</p>	
<p>To continue to improve access to the curriculum for children and young people with long term chronic conditions and medical needs who are deemed to have a disability under Equality Act 2010 legislation.</p>	<p>Maintain support from Mental Health First Aid Champion (Mrs Taylor).</p> <p>Review access arrangements for all children with existing chronic medical conditions and review and up-date related school policy documents. Individual Health Care Plans/Individual Risk Assessments created/reviewed each September by teacher, SENDCo, parents &amp; Child.</p> <p>Liaison with the Education Access Service for advice and support when appropriate</p>	<p>Ensure the anticipatory duty under Equality Act 2010 legislation is applied for children newly diagnosed with chronic conditions, new starters to the school or children moving into the area.</p> <p>Maintain staff knowledge and understanding.</p>	<p>Ensure the anticipatory duty under Equality Act 2010 legislation is applied for children newly diagnosed with chronic conditions, new starters to the school or children moving into the area.</p> <p>Maintain staff knowledge and understanding.</p>	<p>Training slots allocated in staff meetings.</p>	<p>SENDCo Team</p> <p>Teachers</p> <p>Senior Leadership Team</p>	<p>Class Teachers</p> <p>Lead SENDCo</p>

	<p>Mrs Taylor to support WEP Wellbeing group by attending regular meetings.</p> <p>School to liaise with named professionals in order to provide and facilitate mandatory training for those pupils with Diabetes.</p>					
<p>To continue to ensure all policies consider the implications of Disability Access.</p>	<p>Systematic review all school policies to ensure Equality Act requirements present no disadvantage to pupils.</p> <p>Consult pupils, staff and governors on any proposed changes.</p>	<p>Systematic review all school policies to ensure Equality Act requirements present no disadvantage to pupils.</p> <p>Consult pupils, staff and governors on any proposed changes.</p>	<p>Systematic review all school policies to ensure Equality Act requirements present no disadvantage to pupils.</p> <p>Consult pupils, staff and governors on any proposed changes.</p>	<p>Subject area Co-ordinators/lead teachers</p> <p>Leadership Team and SENDCo time to review policies.</p>	<p>Senior Leadership Team</p> <p>Governing Body</p> <p>SENDCo Team</p>	<p>Head Teacher</p> <p>Governing Body</p>
<b>Improve the availability of accessible information to disabled children</b>						
<p>Ensure that all information, including information sent home, is provided in the appropriate format for children, including</p>	<p>Review all written information and ensure that checks are made to provide the information in a range of formats so that</p>	<p>Review all written information and ensure that checks are made to provide the information in a range of formats so that</p>	<p>Review all written information and ensure that checks are made to provide the information in a range of formats so that</p>		<p>Class Teacher</p> <p>SENDCo Team</p>	<p>Lead SENDCo</p>

enlarged print formats for our visually impaired pupils.	all children and their families can access it.  Review accessibility of physical/electronic newsletter and letters for parents.  Review homework information and provide this in accessible (Hard copy/electronic/virtual formats) for individual children as necessary.	all children and their families can access it.  Review accessibility of physical/electronic newsletter and letters for parents.  Review homework information and provide this in accessible (Hard copy/electronic/virtual formats) for individual children as necessary	all children and their families can access it.  Review accessibility of physical/electronic newsletter and letters for parents.  Review homework information and provide this in accessible (Hard copy/electronic/virtual formats) for individual children as necessary		Senior Leadership Team  Governing Body	
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#### **ADDITIONAL INFORMATION**

**Examples of changes, adaptations and provision put in place to support children in the last year:**

#### **Purchase of:**

- Purchase of a range of writing media/ grips for pupils with delayed coordination difficulties
- School laptops/tablets for some children with SEND
- Coloured overlays to assist children with visual impairment and dyslexia
- Personal Choose Boxes to support children with ASC and SEMH
- Personal Sensory Boxes
- Personal visual timetables to support children with ASC and SEMH
- Personal Positive Behaviour/Reward Charts to support children with ASC and SEMH
- Visual Fans to support children with ASC and SEMH
- Purchase of a range of 'stress-busters' and sensory balls for a pupil with ASC/anxiety
- Purchase of 'Fiddle Toys' for pupils with ADD/ADHD
- Purchase of additional/replenishment equipment for the Sensory Room
- Additional purchase of tents/netting to update Cool Down areas
- Purchase of Dyslexia Resources and Assessment tools
- Purchase of addition Speech & Language Therapist support.
- Purchase of Speech & Language resources.

- Purchase of Educational Psychologist hours.
- Release time for teachers/support staff to attend meetings/training

**Provision of:**

- Support at unstructured times for vulnerable children

**Environmental modifications:**

- Handrails added to all entry points
- Yellow lines added to steps, doorways and potential hazards for VI (updated (Sept 2023)
- Office block (Main Reception) with accessible entry/exit points & toilet
- 6 classrooms with accessible entry/exit points and toilet.
- New staff toilet located on Year 6 corridor.