

Waterfield Primary School



Equality and Accessibility Policy

Approved by: Loal Governing Body (LGB)
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Staff Member Responsible: SENDCO
Link Governor: Claire Arnold-Fletcher

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1. Aims

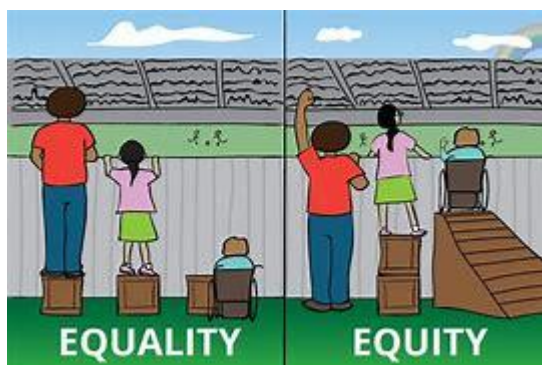
Schools are required under the Equality Act 2010 to have an accessibility policy. The Waterfield Equality and Accessibility policy will:

1. Increase the extent to which pupils with disabilities can participate in the curriculum
2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to pupils with disabilities

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

Our Vision

At Waterfield Primary School, we believe that every child has the right to succeed, to meet their full potential and to understand that high aspiration and dreams are rightfully theirs to own and pursue, whatever their starting point in life might be.



How We Achieve Our Vision

Our extensive experience shows us that emotionally strong children will go on to achieve academically and this is why, alongside delivering our excellent, ambitious curriculum, we place great emphasis on wellbeing and nurture at Waterfield.

We know, however, that life does not always make success as straightforward a path for some children, as it might be for others.

In reality, most of us will find that we need a little extra support at some point in our lives. Children experience a whole range of events in their young lives which have the potential to affect them emotionally, physically and mentally: loss, bereavement, family breakdown, friendship issues, financial hardship, medical

conditions, and academic struggles, are all areas that we know can impact on a child's wellbeing and ability to cope with learning.

In recognising this, we have made it our mission at Waterfield to identify any barriers – which could prevent children from meeting their potential – and to find ways to reduce and overcome these barriers so that every child has an equal, fair chance to be successful, happy and fulfilled.

At Waterfield, we refer to this as '*delivering equity*'.

Our high ambition lies in our unwavering commitment to creating an inclusive environment where all children can succeed.

We ensure, at Waterfield, that our children are nurtured, feel safe, cherished and equipped with the emotional tools to cope – in an often-imperfect world – so that they can focus 100% on their academic learning and fully meet the unique potential each child possesses.

Our Values

At Waterfield Primary School, we develop and nurture our characters, talents and skills through our 3 school values of:



Kindness

By encouraging kindness we enable children to recognise their role in society and what they can bring to their family, friends and the world. Kindness can be in the smallest gesture but has the largest impact.

Respect

This value is at the core of everything. It underpins learning through behaviour and one's attitude to people and the world around them. Our entire community is rooted in Respect, leading to a celebration of diversity, global culture and thus enabling everyone to achieve their potential without fear.

Hard Work

Hard work, resilience and determination are at the heart of what we teach our children. Alongside The Collegiate Trust's values of ambition and collaboration we believe that through Hard Work we will all have a lifelong impact on children's confidence, happiness and achievement.

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.

Our Special Educational Needs Policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND) and explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Equality and Accessibility Policy provides an outline of how the school will manage this part of the SEND provision.

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, adjustments to school premises and/or a part time timetable (in some situations, it can be in the best interest of the child to be placed on a part-time timetable).

3. Action Plan

This action plan sets out the aims of our equality and accessibility policy in accordance with the Equality Act 2010.

AIM	LEAD	STRATEGY/ACTION	RESOURCES	TIMESCALE	SUCCESS CRITERIA
SEND and Medical register and information on children with additional needs to be updated.	SENDCO Office Manager	SEND and Medical register (and information on children with additional needs) to be updated.	SEND register and paperwork for individuals. Individual Learning Plans (ILPs), Individual Health Care Plans (IHCPs)	Autumn term each year and ongoing as new children join the school	SEND and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of the children in their class
To ensure that the medical needs of all pupils are met fully within the capability of the school	Office Manager SENDCO	To liaise with external agencies Make relevant referrals to external agencies To identify training needs	Updates at staff meetings and training for staff where required	Ongoing	All advice acted upon. All pupils' needs are met and they are able to access the curriculum
Effective communication and engagement of parents	SENDCO	SENDCO to meet with new parents entering EYFS SENDCO to meet with new parents in person or via a phone call of new joiners with SEND needs Regular SENDCO coffee mornings/afternoons Termly review meetings with parents of children with ILPs and Educational Health Care Plans (EHCPs).	Up-to-date ILPs and EHCPs	Ongoing	Increased engagement of parents
Effective communications with preschools and schools to provide a quality transition.	EYFS Lead	To identify pupils who may need additional (or different) provision for the September intake. SENDCO to build relations with other local SENDCOs. Arrange and attend additional transition visits.	Teacher/SENDCO/Nurture Lead time	Ongoing	Transition for children is smooth with adequate and appropriate provision.

AIM	LEAD	STRATEGY/ACTION	RESOURCES	TIMESCALE	SUCCESS CRITERIA
Use appropriate assessment tools and activities for children working below age related expectations (ARE)	SENDCO SENDCO assistant PP lead	Ensure staff are familiar with the Graduated Approach and OAIP Implement other professional suggestions for adaptations of the curriculum (LBAT/ASCT/EP)	Graduated Approach OAIP (Ordinarily Available Inclusive Practice) ASCT (Autism and Social Communication Team) LBAT (Learning Behaviour Advisory Team) EP (Educational Psychologist) Class Assessments	Ongoing	Children working below ARE will have consistent approaches for assessment and advice.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCO SENDCO assistant Phase Leads	iPads available to support children with difficulties Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toy, ear defenders, sensory snacks etc. Monitor and observe use of equipment E.g., <i>Widgit</i> , visual timetable, wobble cushions etc...	Staff training Ongoing investment in resources needed	Ongoing	Children on the SEND register have appropriate equipment and resources which supports their learning and removes barriers to learning
Appropriate use of interventions to ensure success and impact on progress	SENDCO PP lead Phase Leads	Track intervention success after termly assessments Discuss interventions at termly progress meetings Staff interventions to allow for optimum outcomes for pupils with SEND. Improve gross and fine motor skills interventions Improve sensory interventions	Training on new interventions through external professionals - resources required to deliver interventions Time allocated for progress meetings to discuss impact	Ongoing	Progress and attainment of all children
Ensure the safety of all children at playtimes	Principal and Deputy Principal PE Lead	Year 5 play leaders to set up opportunities for play. Positive Playtimes introduced by TP and EL Staff to receive playtime training from Sussex Active	Staff training Training for Year 5 play leaders	On going	Children feel safe in school

AIM	LEAD	STRATEGY/ACTION	RESOURCES	TIMESCALE	SUCCESS CRITERIA
Maintain safe access around the interior and exterior of the school	Premises Manager	<p>Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear</p> <p>Communication with parents through letters/newsletters/website/1:1 school staff</p> <p>Safety improved with parking</p> <p>Improve access around the school to ensure playgrounds are safe (fence panels, removal of steps, new slope access)</p>	<p>Premise walk</p> <p>Equipment necessary to fix, maintain resources</p>	On going	<p>There is safe access throughout the school</p> <p>Easy access to school grounds</p>
Ensure access for all SEND children at after school clubs	SENDCO PE lead	<p>Risk assessments put in place, if necessary</p> <p>Increase staff ratio, if necessary</p>	<p>Registers of clubs and extended day - risk assessments</p> <p>Additional staff</p>	On going	Increased access of SEND children at after school clubs with the correct support if required
To make effective use of the Sensory room and the NEST	SENDCO	<p>Children to use the Sensory room and NEST for regulation</p> <p>Select staff to be taught how to use the equipment in the Sensory room</p>	Sensory equipment	On going	<p>Children will know where they can go to regulate themselves</p> <p>Children will be calmer and able to have calming breaks at appropriate intervals</p>
To ensure the physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors.	Premises Manager	<p>To ensure that wheelchair users can exit the building safely</p> <p>Ensure corridors are wide enough for wheelchair accessibility</p> <p>Adaptations made to any areas of school ground which are need in order to make them accessible.</p>	Disabled people's toilets located in the school, including an emergency pull cord, easy use taps and changing table	On going	All children will be able to fully access the school site
Maintenance to the Sensory room	Premises Manager	<p>Check wall-mounted equipment is secure</p> <p>Change the water in the bubble tube when necessary</p>	<p>Premise walk</p> <p>Sensory equipment</p>	Ongoing	Children with sensory related issues can use the sensory room to regulate their emotions

4. Monitoring Arrangements

This document will be reviewed every year, but will be evaluated termly, with relevant updates being included in the 'Principal's Update' to the LGB each term.

5. Links with Other Policies

This equality and accessibility policy is linked to the following policies and documents:

- Risk assessments
- TCT Health and Safety Policy
- TCT Equalities information
- SEND Policy
- Managing Medicines Policy