



Ormskirk West End

Primary School

From Tiny Acorns, Mighty Oaks Grow.

Community Primary ages 4-11

Accessibility Policy & Plan

Approved: Summer 2026 Next Review Date: Summer 2029

Ormskirk West End Accessibility Policy

Introduction

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and

- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability

- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.

- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;

- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary.

Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.

 - To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

 - To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

Appendix 1

At Ormskirk West End we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school values:

Determination, Excellence, Fairness, Honesty, Kindness, Respect & Responsibility.

It is the responsibility of the whole school community to implement these values in a manner which promotes the inclusive ethos of our school.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities".

Definitions

Disability:

- A mental or physical impairment having a substantial and long term adverse affect on the ability to carry out day-to-day activities:
 - Substantial: more than minor or trivial.
 - Long-term: a year or more.
 - Day-to-day: living and learning.

- Mental illness: amended to reduce reliance on the medical model for those with mental health problems not clinically recognised.

Impairment:

- Having an impairment does not imply a young person is disabled, however, it relates to:

Effect on ability to carry out day-to-day activities, some examples:

- Mobility
- Physical dexterity and co-ordination

- Degenerative conditions (tumours) ○
- Speech – language, communication ○
- Epilepsy
- Diabetes
- Asthma
- Cystic Fibrosis
- ME
- Tourettes

Hidden Impairments:

- Dyslexia
- ASD/Aspergers
- ADHD

Physical Impairment: Includes sensory impairment

- Not included in the category: Children and young people with BESD (Behaviour Emotional Social Deprivation) for social and domestic reasons.

- Included for the first time: HIV, multiple sclerosis, cancer, mental health problems.

The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Ormskirk West End is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents: Equality Scheme

Special Educational Needs :

To avoid the possibility of discrimination, the act includes young people with SEN within the definition of disability.

Not all children defined as disabled have SEN:

- Diabetes
- Asthma
- Arthritis
- Epilepsy
- ME
- Physical Conditions (disfigurement and loss of limbs)

Not all children defined as SEN are disabled – BESD

This plan considers the following three areas as identified in the introduction:

Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation

Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment

Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEN Information Report ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and a range of external agencies, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school works closely with specialist services where necessary.

Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Ormskirk West End Primary School.

Staff are aware of the services available through the LA for converting written information into alternative formats.

The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum

In seeking to include all children within the curriculum the school will make reasonable adjustment. This may include:

- Adjustments in a variety of settings

 - Responses to a range of different impairments

 - Planning and commitment to make it work

 - Updating staff training – knowledge and

 - expertise Ongoing review and development

- Menu to be carb counted

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Since the last access plan, the school building has been adapted to incorporate the needs of children and staff with disabilities. These changes have included :

Disabled toilet

New entrance including disabled

Hall access

First aid room

New Targets:

Review furniture sizes/types to support pupils

Improving the delivery of information provided for pupils who are not disabled:

Where appropriate, methods for providing written information will include:

- Braille
- Interpretation
- Amanuensis (scribe)
- IT access where appropriate.
- One-to-one support – TA or Teacher
- Large print

Other appropriate provision will be researched as necessary, including ICT equipment for physically disabled students.

Monitoring and Evaluation

This policy will be reviewed as part of the schools monitoring cycle.

Last review date: Summer 2026

Next review date: Summer 2029 (or sooner if required)

Medical needs

Condition	Training	Equipment	Health care plan
Epilepsy	The epilepsy nurse liaises with school when there is a change of medication or if there has been a need for hospitalisation.	Diary to record seizures.	1 pupil has a health plan.

Building

Concern	Current condition and impact	Action
Lighting around the exterior of school.	Lighting around school is not working appropriately. Although school is rarely used in the dark this does dramatically impact on safety and accessibility for staff and children.	Current lighting to be replaced. Additional lighting to be clearly determined with neighbours in mind as there have been previous complaints.
Pathway into the forest area	Following the D of E who took out the previous steps as they were 'rotten'. A gentle slope has been installed although it is quite slippery	Ensure that the slope has full disability access i.e. for a wheelchair as the slope is made of bark and may be too steep to push a wheelchair up.
Access to the school field	The field is muddy particularly in the entrance. This makes it unusable and also difficult for the grounds maintenance to service.	A gravel pathway to be installed for the entrance and preferably around the perimeter (daily mile).

	Some residents have allowed their fence to come down this is a safeguarding concern as there have been people accessing the field and dogs.	Fences to be repaired or replace (ongoing) this will be a matter for our legal department.
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