

# Yeadon Westfield Junior School



This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

We believe that every person has a fair and equal opportunity to succeed, regardless of their age, gender, ethnicity, ability or cultural or religious background, sexuality or disability. We embrace all aspects of global citizenship and community cohesion, promoting British Values throughout all aspects of school life, actively tackling prejudice or extreme views. Yeadon Westfield Junior School is required to keep and process certain information about its staff members and pupils in accordance with its legal obligations under the General Data Protection Regulation (GDPR). The school may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, other schools and educational bodies, and potentially children's services. This policy is written in line with our agreed policy for GDPR.

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## Accessibility Plan 2025 – 2028

At Yeadon Westfield Junior School we are committed to working together to provide an exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe children, parents, carers and staff should feel happy, safe and valued with full access to the curriculum and school environment wherever possible.

The purpose of this plan is to show how Yeadon Westfield Junior School intends, over time, to increase the accessibility of our school for stakeholders with particular needs. Yeadon Westfield Junior School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

This Accessibility Plan sets out the proposals of the Governing Body to increase access to education for pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- Increasing the extent to which disabled pupils can participate in the school curriculum which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits for those with a disability, medical condition or other access needs. It also covers the provision of specialist or auxiliary aids and equipment, which may assist a pupil in accessing the curriculum within a reasonable timeframe (if a school fails to do this they are in breach of their duties under the Equalities act 2010).
- Improving the physical environment of the school to increase the extent to which pupils, staff and other members of the community with a disability, medical condition or other access needs can take part in educational and other associated services;
- Improving the delivery of information to pupils, staff, parents/carers and other members of the school community.

### **Definitions and Legalities:**

According to the Equality Act 2010, a person has a disability if he/she has a physical or mental impairment; and the impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Under the Equality Act 2010, all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act (DDA). The effect of the laws is the same as in the past, meaning that 'schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

The complaints procedure covers the Accessibility Plan.

### **Training:**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### **Plan Availability:**

The Accessibility Plan is available on the schools' website and paper copies are available from the front office. The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the Governing Body. There is a complete audit document which is available on request. The Resources Sub-Committee will select priority development objectives from this document for the physical accessibility section of the plan. When these are met, new objectives will be added annually over a three year cycle. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

Equality impact assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

### **Current Good Practice:**

We gather information about any disability or health condition in early communication with parents, carers and previous schools, of children who are new to school. For parents/carers of pupils already at school, we ask for school to be updated on any new changes of information. We liaise closely with Yeadon Westfield Infant school regarding pupils moving from Year 2 to Year 3 and pass information on to High schools as pupils leave via our transition meetings and processes.

### **Physical Areas:**

The outside areas of school are widely accessible to pupils. Access to the sports court/top playground may need assistance and an access path will be on the development plan. Disabled pupils participate in extra-curricular clubs if possible with school providing additional trained staffing if necessary. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

### **Curriculum:**

Through planning for individual needs, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

### **Information:**

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

### **Access:**

All entrances to the school are either flat or ramped and some have wide doors fitted. The main entrance features a reception area, this being fully accessible to wheelchair users. The quad area and steps make some classrooms and areas difficult to access. The far end of school was designed to be accessible to disabled pupils with a designated adapted toilet and single level classrooms. Ramps could be used in the quad if needed. Classrooms with steps have handrails fitted as necessary.

The school does not have any dedicated general visitor parking, however suitable arrangements for disabled visitors are via the main gate and disabled visitor spaces are available. There is dropped kerb access both at the main entrance gate and the Crofters Lea foot gate. There is 1 disabled toilet facility which is fitted with a handrail in the main reception and an additional disabled toilet with handrail at the far end of school. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

### **Management, coordination and implementation and review**

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with key staff.

- We make links with other schools to share best practice through regular SENDCo network meetings and other communications as needed.

### **Complaints:**

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Head Teacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

### **Review and Evaluation:**

The Accessibility Plan is resourced, implemented, reviewed and revised as necessary by the Head Teacher and Resources Sub - Committee.

This plan should be read in conjunction with the following school policies: Health and Safety Policy, Special Educational Needs/Inclusion Policy, Supporting Children With Medical Conditions and Administration of Medicines Policy, Trips and Residential Visits Policy. Below is our action plan showing how we will address the priorities identified in the plan. The plan is valid for three years and is reviewed annually.

## Action Plan

### Aim 1: To increase the extent to which disabled/SEND pupils can participate in the school curriculum.

The key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory arrangements.

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Who?</u>	<u>Success Criteria</u>
High quality liaison with Westfield Infant School ensures full preparation for the arrival of new Y3 pupils each year.	To identify and prepare adaptations where necessary for pupils who may need adapted or additional provision.	May to July annually.	SENDCO, Y3 Liaison staff and HT	Provision is set in place for arrival in September following audits/discussions of pupil needs. Child transfers confidently following a period of pre-visits etc to ensure needs are met during summer prior to arrival.

<p>High quality liaison with other educational establishments ensures we are fully prepared for any new intake of pupils who transfer within year.</p>	<p>To identify and prepare adaptations where necessary for pupils who may need adapted or additional provision.</p>	<p>Ongoing as need arises.</p>	<p>SENDCO and HT.</p>	<p>Provision set in place ready for when the child starts at Junior School.</p>
<p>To review policies to ensure they reflect inclusive practice and procedure.</p>	<p>To comply with the Equality Act 2010.</p>	<p>Ongoing as policies are reviewed.</p>	<p>HT and Governors plus key policy lead staff.</p>	<p>All policies reflect inclusive practice and procedure. All have inclusion and safeguarding statement. All take into account any adaptations which may be needed.</p>
<p>Close liaison is established and maintained with parents/carers.</p>	<p>To ensure collaboration and information sharing between schools and families.</p>	<p>Ongoing. 3x per year IEP meetings. Children are identified and monitored regarding Pupil Premium pupils and their access to the curriculum and extended</p>	<p>HT, Pupil Premium Lead and SENDCO.</p>	<p>Clear collaborative working approaches through regular meetings, risk assessments, provision reviews, action planning. Pupil premium pupils access enhancement activities and clubs.</p>

		activities.		
Close relationships with outside agencies for pupils with additional needs are well established and maintained.	Ensure collaboration between all key personnel.	Ongoing.	HT and SENDCO, all teaching staff and outside professionals.	Clear collaboration working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.
Pupils with a disability, medical condition or other access needs are engaged as fully as possible in the wider curriculum including trips and residential visits, as well as extra curriculum provision. Efficient evacuation/invacuation is in place for pupils with learning, visual, auditory and ability impairments/PEEPS.	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. All staff have relevant training for the cohort eg Diabetes training or Team Teach training.	Ongoing	HT, SENDCO and all teaching staff, extra-curricular service providers and educational visits settings.	Evidence that appropriate considerations and reasonable adjustments have been made via annual review of SDP and 3 yearly Accessibility Audit Report.

**Aim 2: To improve the physical environment of the school to increase the extent to which stakeholders with a disability, medical condition or other access needs can access education and associated services.**

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Timescale</u></b>	<b><u>Who?</u></b>	<b><u>Success Criteria</u></b>
<p>Reasonable adjustments made for pupils with a disability, medical condition or other access needs. Staff have personal needs assessed and reasonable adjustments are in place.</p>	<p>Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation/invacuation procedures/PEEPS are clear and that staff are capable of carrying them out. New staff complete induction processes which include asking about additional needs and disabilities, including need for PEEPs. Annual review of individual staff needs carried out each September to ensure all staff have needs met.</p>	<p>Ongoing - to be in place each September and reviewed as part of Invacuation/Evacuation policy review. Induction with new staff - ongoing.  Existing staff complete medical and additional needs form each September.</p>	<p>HT, DHT, SENDCO, all staff, Caretaker..</p>	<p>As full as possible inclusion for all pupils/staff. Safe evacuation/invacuation available in an emergency.</p>

<p>All visitors have needs considered/ met prior to visits via “meet and greet procedures” for visitors and new staff.</p>	<p>Staff to ask visitors if they have any additional needs prior to visits when planning a visit. Staff to ask if visitors need additional assistance in case of emergency evacuation on entry.</p> <p>Consider whether a lower sign in table and leaflet/info stand would be possible to build. Explore accessible formats and how we can provide these. (Direct Access can provide these in accessible formats - also see <a href="https://www.gov.uk/government/publications/inclusive-communication/accessible-communication-formats">https://www.gov.uk/government/publications/inclusive-communication/accessible-communication-formats</a> Include the wording “Alternative Formats Available on Request” on materials and website. Ensure contact procedures are in place for this.</p>	<p>Ongoing.</p> <p>September 2025.</p>	<p>All staff</p> <p>SBM and admin staff</p> <p>SBM/office admin and Head Teacher.</p>	<p>Evidence that staff are asking this during audit walks/monitoring. Signage on entry asking visitors to state if they have additional needs or access requirements. Forms and information available in accessible formats and electronically by email or phone if required. Forms to be completed prior to/on arrival at the school to indicate additional needs eg level access, British Sign Language. School website indicates alternatives and adjustments for</p>
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				stakeholders and visitors with additional needs. Optimum signing in and information resources.
<p>Ensure transfer side of toilet pans in disabled toilets are clear of obstacles such as sani-bins.</p> <p>Ensure general entry/exit points are clear of furniture or other items.</p>	<p>Housekeeping staff/Caretaker to ensure toilet area on transfer side clear.</p> <p>Daily checks for any items that may block egress to classrooms and access to fire exits.</p>	<p>Ongoing</p> <p>Ongoing daily.</p>	<p>Housekeeping staff and SBM.</p> <p>Caretaker.</p>	<p>Evidence that staff are asking this during audit walks/monitoring.</p> <p>Evidence during SBM/HT and Governor walks.</p>
<p>Cord alarms in disabled toilets to be red with triangular bangles and easy to reach.</p> <p>All toilet to have permanent clear signage.</p> <p>Locks in place on toilet doors.</p> <p>Extractor fans working well and quietly.</p>	<p>Caretaker/SBM to ensure in place.</p>	<p>Ongoing</p>	<p>Handyman /SBM.</p>	<p>Evidence during audit walks/monitoring.</p>

	<p>Caretaker ensure Y4 lock in place.</p> <p>Caretaker to clean and carry out maintenance on toilet fans termly.</p>	<p>July 2025.</p> <p>July 2025.</p>		
<p>School have clear access areas with visible markings in good repair.</p>	<p>Repaint accessible bays. Ideally, these should be 1200mm transfer zones to sides and rear.</p> <p>Paint a crossing sign to indicate where to cross the car park. Consider signage to warn of vehicles in the car park.</p> <p>SBM liaise with council for replacement tactile paving on approach to school grounds.</p>	<p>September 2025.</p>	<p>SBM.</p>	<p>Bays and walk ways clearly indicated.</p>

**Aim 3: To carry out reasonable adjustments for a pupil who may have decreased mobility or require future wheelchair access**

Targets	Strategies	Timescale	Who?	Success Criteria
<p>The requirements of a potential wheelchair user (pupil) on site are met, and reasonable adjustments made eg level access routes can be provided in school.</p>	<p>Assess (with occupational therapy or LCC access team advice) access to all areas of school such as the entrance, horizontal circulation, access to relevant classrooms, the main hall and computer suite.</p> <p>Assess required ramps for entrances and exits plus a wheelchair lift from the hall to the top level and playground.</p> <p>Ensure evacuation equipment is purchased if recommended. Follow advice and carry out reasonable adjustments over a 2 year plan as recommended by the Accessibility Access Report.</p>	<p>September 2025 and September 2026.</p>	<p>SBM, teachers, admin staff, and SENDCO.</p>	<p>Appropriate considerations and reasonable adjustments made.</p> <p>Pupil can access the majority of areas successfully.</p>

	Ensure classroom furniture is positioned to enable room to manoeuvre and enable good access to classrooms.			
An accessible toilet is available no further than 40 m from the pupil's classroom.	Plan school classrooms each year to ensure that any pupil with wheelchair requirements is in a classroom close to the disabled toilet, most likely on the lower level or far end of school. Exchange classrooms so that wheelchair users are placed in classes with optimum egress.	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.
Handrails fitted to both sides of external steps at rear of school and in the quad. B58300 rails to ensure they are compliant. Hand rails fitted to ramp at the rear of the Whitby Bungalow.	Install BS8300 compliant handrails in line with Accessibility Audit Report 2025. Handrails need to have an oval profile, be warm to the touch and well-contrasted in colour. Existed hand rails to be	September 2025/2026 (2 year plan).	SBM and Head Teacher	Handrails installed as recommended.

	replaced/improved as above. Consider lower additional handrail for a wheelchair user to use to propel themselves on a slope.			
All step nosings painted with contrasting markings to the edge of each step. Add manifestations to the door at the top of the hall to reduce collision risk.	Clearly highlighted contrast the full width of the step extending 50 - 65mm from the front edge of the tread and 30 - 55mm from the top of the riser. Clearly highlight glazed doors at the top of the hall within two zones of glass from 850 to 1000mm from the floor and 1400 to 1600mm from the floor.	September 2025.	SBM and Caretaker	Nosings painted. Door highlights applied.
All ramps have an edge/kerb.	Assess all ramps and add kerbs/edges as necessary. These should be at least 100mm high and contrast visually with the ramp.	September 2025.	SBM and caretaker.	Kerbs on all ramps.
Improved mobility aids/ accessibility in Whitby bungalow.	Provide contrast colour grab rail to inner face of compartment in bungalow.	September 2025.	SBM and Caretaker	Grab rail in place.

	Replace toilet lock with accessible lock.			
Toilets adapted and monitored as recommended to ensure optimum access.	<p>Ensure sanibins etc are not adjacent to the toilet in case it blocks access and movement around the toilet.</p> <p>Ensure red alarm cords are kept loose and not tied up.</p> <p>Install a cord alarm system to Whitby Bungalow toilet.</p> <p>Test and record alarms half-termly and record in office paperwork.</p> <p>Lower hand towel dispensers to be reachable by wheelchair users - focus on classrooms child will use plus disabled toilets in first instance.</p> <p>Paint rear wall of toilet to ensure greater contrast between the white bathroom fittings and wall.</p>	<p>Ongoing.</p> <p>September 2026.</p> <p>September 2025.</p> <p>Ongoing from June 2025.</p> <p>September 2025.</p>	<p>School caretaker.</p> <p>School caretaker.</p> <p>SBM. Caretaker reporting to SBM.</p> <p>SBM with School Caretaker.</p> <p>Caretaker.</p>	<p>Toilets clear and allow adequate movement.</p> <p>Red alarm cords are kept loose.</p> <p>New alarm cord in Whitby Bungalow toilet.</p> <p>Records of alarm testing held in office to ensure users are safe and can request help.</p> <p>Pupil with wheelchair can access paper towels in class and the toilet.</p> <p>Improved contrast in toilet areas.</p>

		September 2025.		
Access to all areas via ramps and slopes available.	Consider access to top playground via new ramp or additional pathway. Seek advice and add ramps where necessary to ensure easier movement where there are currently steps.	September 2025 - September 2026..	SBM and Head Teacher in consultation with LCC.	Wheelchair user can access top playground and has better egress to areas they need to access in the building.
Seating with arms provided in each classroom and in staffroom. A suitably adapted height table for a wheelchair user or child who needs a reasonable adjustment available in key areas of school eg Computer suite, pupil's classroom. Playground and other areas have tables suitable for a wheelchair user.	Research purchase of chairs with arms. Order and purchase. Take advice from OT for wheelchair user child and purchase particular equipment as recommended.  Replace/add to playground furniture and other areas with wheelchair friendly equipment.	September 2025.          September 2026.	SMB and Head Teacher.	Seating with arms available in identified classrooms, rooms and staff room.

All pupils, including wheelchair user can open doors and move around with ease.	Research possibility of power assisted doors from lower level classrooms and in Computer Suite.	September 2026.	SBM and Head Teacher	Pupils, including wheelchair user, can move around with greater ease and independence.
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