

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Board has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Board at Westhouses Primary 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 that is provided in writing for pupils who are not disabled.

Duties under Part 5A of the DDA require 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.

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

Defining Disability

Westhouses Primary School defines disability in line with current definitions in the DDA. This means that in this school we define disability as: 'Physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

Definition of the terms:

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- physical impairment' includes sensory impairment ;
 - 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of mental illness.
 - 'substantial' means 'more than minor or trivial' ; and
 - 'long term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, and Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long term, as defined as above.

The effect on normal day-to-day activities is one or more of the following:

- mobility ;
- manual dexterity ;
- physical co-ordination ;
- continence ;
- ability to lift, carry or otherwise move everyday objects ;
- speech, hearing or eyesight ;
- memory or ability to concentrate, learn or understanding ;
- perception of risk of physical danger.

Target 1: Access

Target	Tasks to achieve the outcome	Time frame	Persons responsible	Outcome
Continue to improve accessibility of school information, letters and notifications	Develop the school website to provide information for stakeholders of the school	Summer 2026	Headteacher With Staff	Information is easily accessible during and out of school hours. Parents and pupils better informed.

Target 2: Discrimination

Target	Tasks to achieve the outcome	Time frame	Persons responsible	Outcome
Review school policies to ensure they are not discriminatory	Head and Governors to Review policies as they come up for renewal	Ongoing	SEND Coordinator Headteacher	Outcomes for pupils are good
Ensure that all pupils are able to take part in activities (sports, concerts , after school events etc)	Ensure that curriculum addresses the needs of all. Monitor uptake of sports and after school provision to ensure equality of access Out of school provision is planned to ensure access and participation by the whole range of pupils.	Review Annually	All staff Governing Board	All pupils have opportunity to access curriculum and other activities
Staff undertake appropriate and necessary training in using technology to allow them to assist	Money is allocated within the budget to allow for such courses with a contingency maintained should a pupil be admitted with appropriate disabilities		Visited annually to update and train new staff.	Staff are more confident when using appropriate technology to assist people with disabilities

people with disabilities				
Convert school information for pupils and prospective pupils into a range of formats (large print) using the technology already in school when needed.	School support staff to undertake the conversion of materials, working from a priority list derived through discussions with staff, Governors, outside support agencies etc.	Visited annually to update and train new staff.	Headteacher SEND Coordinator Governors	A range of materials available to pupils should they be needed
Celebrate and represent SEND through the resourcing of the curriculum.	Buy resources to celebrate inclusivity – that are representative of everybody in our community	July 2025 (revisited annually)	All subject leads	Whole school community continue to value everybody within the school community and beyond. Foster a deeper understanding of the needs, value and contributions of those with disabilities.

Target 3: SEN				
Target	Tasks to achieve the outcome	Time frame	Persons responsible	Outcome
To make sure all pupils have access to a good level of education	Monitoring of teachers' planning to include careful consideration of differentiation and 'reasonable adjustments' made for the different pupils.	Ongoing	Headteacher	Outcomes for pupils are good
Pupils with specific disabilities will have modified ICT facilities	To approach appropriate outside agencies for advice and loan of necessary equipment	As required by specific pupils.	Headteacher ICT co-ordinator SEND Coordinator	Appropriate ICT equipment will be made available for children who need additional support. e.g. talking tins, reading pen, netbooks etc.

provided for them as appropriate	ICT budget used to purchase as appropriate. To purchase a reading pen. Review impact of accessibility of the curriculum through pupil interviews.	To link with IEPs.		
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