

WHITEFIELD PRIMARY SCHOOL

Accessibility Plan



New document: Jan 2023

Review Date: Jan 2026

This policy will be reviewed every 3 years.

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

Explain your school's principles and values which relate to equality and inclusion here.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Insert information relating to any local authority, trust or federation procedures here.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including <include as appropriate: pupils, parents, staff and governors of the school>.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Academies, including free schools, if applicable add/amend: This policy complies with our funding agreement and articles of association.

Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice – you will need to adapt it to suit your school's context.

Aim	Current good practice <i>Include established practice, and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	By	Date to complete actions by
Increase access to the curriculum for pupils with a disability	● Adoption of CUSP curriculum with inclusion built into core curriculum design ● Curriculum resources include examples of people with disabilities. ● Curriculum progress is tracked for all pupils, including those with a disability ● Targets are set effectively and are appropriate for pupils with additional needs. ● Children have pupil passports and are reviewed termly through pupil progress meetings with school stakeholders. ● School has recruited a strong inclusion team to deliver in house expertise as well as working with local agencies through SLA's ● Core offer of High Quality Teaching – use of technology, visuals, cognitive science etc. ● Staff training linked to EEF guidance for Adaptive teaching ● Behaviour policy adapted to account for regulation ● IQM quality assurance ● Reading Recovery trained specialist teacher	All staff apply whole school approaches consistently. Children transition effectively from class to class and key stage to key stage, especially in the y6/7 transition. Parents use common strategies at home. To train a specialist AMBDA qualified teacher on staff to diagnosis dyslexia, prepare programmes of intervention and offer staff training.	Ensure newer staff are trained in whole school approaches and supported to implement Attachment and Trauma Sensitive practice and Zones of Regulation	SENCo SLT	Dec 23
			Consider preparation for in year and between stages transitions, plan to increase independence and handover of information between staff and settings	SENCo SLT	July 24
			Apply for Shine project funding	DHT	July 23
			Identify staff to train and commence Edgehill training, work with Together Trust and ADHD Foundation to develop the understanding and support for SPiD		

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: ● Wheelchair access at all doors ● No stairs ● Corridor of appropriate width for wheelchair ● Disabled parking bays ● Disabled toilets and changing facilities, access to a shower. ● Library shelves at wheelchair-accessible height ● Sensory review including lighting, no strobe or flashing lighting	Complete Lighting Review with SPIE	Liaise with PFI	SLT	Sept 23
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: ● Internal signage ● Visual timetables ● Reduced stimulation, no hanging items ● Large print resources ● Pictorial or symbolic representations ● Use of technology to support neurodiverse and visually impaired children	Pupils can use their own choice of assistive technology as needed All pupils can explain their emotions using a range of appropriate vocabulary Continue IQM assurance and network Increase understanding of Developmental Language Disorder	Review technology use and consider additional staff training Develop emotions curriculum to ensure children can use a progression of emotion language. Develop specific y6/7 curriculum Engage with the Inclusion Quality March Centre of Excellence re-evaluation in May 2023. Complete training with DLD team linked to Language for thinking whole school level	MB/DS SENCo SENCo SENCo	July 23 July 24 Ongoing July 24

Vision and Values

We are committed to;

'endorse 'the 'social model' of disability, which proposes that it is society which dictates who is excluded- not the nature of the disability itself. The model recognises that removing barriers is as much about encouraging positive attitudes and behaviour traits as it is about removing physical barriers'.'

We furthermore believe that children have the right to be healthy, happy and safe, to be loved, valued and respected and to have high aspirations for their future.

Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by [the governing board/committee name/governor name/the headteacher].

It will be approved by [the governing board/committee name/governor name/the headteacher].

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

List any other related policies and procedures that the school has here.