

# Whiteshill Primary School

## Accessibility Plan

Date policy last reviewed: Jan 2022

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

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## Aims of the Accessibility Plan

This plan outlines how [Whiteshill Primary School](#) aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board and Academy Trust also recognises its responsibilities towards employees with disabilities – please see DGAT Equal Opportunities Policy for further details.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	SEN Information Report needs to be updated to include more up to date information on inclusion in school.	Update SEN policy and SEN Information report and share with parents	SENCo	Dec 2021	SEN Information Report and policy completed – posted to website and shared with staff.	Dec 2022
	Parents whose child is placed on the SEND register need to fully understand what to expect from our provision	SENCo to create information pack for parents to be shared when a child's needs are identified on the graduated pathway	Headteacher SENCo	Summer 2022	Parents feel clear about the provision for their children's SEND in all areas.	Summer 2023
Medium term	Children identified as neurodiverse need a clear curriculum to match their needs if they cannot access the national curriculum in places.	Autism Framework researched and implemented	SENCo	2022-23	All neurodiverse children's progress can be assessed against the Autism Framework and it is being used for planning	Summer 2023
Long term	Curriculum needs to be adjusted individual children's needs e.g. hearing, sight as needed	Adjust curriculum as required when need identified	Headteacher SENCo	Ongoing	Pupils with any identified needed can access full curriculum	ongoing

## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Concrete steps are not appropriately sign-posted to visually impaired children.	Bright spray paint to be used to indicate edge of concrete steps	SBM	Dec 2021	All steps are appropriately sign-posted.	Summer 2022
Medium term	School equipment and physical environment needs to meet the needs of individual children as they are identified.	Adjust school environment to meet needs of individuals as they are identified	Headteacher SENCo	Ongoing	School environment meets the needs of all children	ongoing
Long term	Ramp access to classrooms has uneven surface and is not efficient use of space.	Look at options for building plan going forwards to improve access for all.	SBM DGAT premises team Governors	Ongoing	School buildings are fully accessible	September 2024

### Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures	Headteacher	Summer 2022	School is aware of accessibility gaps to its information delivery procedures	Summer 2022
Medium term	School does not know how to make written information accessible	Schools seeks advice from external advisors	Headteacher	Summer 2022	School is aware of local services for converting written information into alternative formats	Summer 2022
Long term	Written information needs to be accessible to pupils with visual impairments when needed.	Provide written information in alternative formats when needed  Incorporate appropriate colour schemes when refurbishing and install window blinds	SBM Headteacher SENCo	Ongoing	Written information is fully accessible to children with visual impairments	ongoing