

# Whiteshill Primary School

## Accessibility Plan

Plan Date: Sept 2023

Review Date: Sept 2024

## Contents:

### Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [The Accessibility Audit](#)
4. [Planning duty 1: Curriculum](#)
5. [Planning duty 2: Physical environment](#)
6. [Planning duty 3: Information](#)
7. [Monitoring and review](#)

## Statement of intent

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 Equality 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 will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

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.

## **1. Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Objectives Statement
- Equal Opportunities Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Information Report
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- First Aid Policy
- Health and Safety Policy
- Data Protection Policy
- Intimate Care Policy

## **2. Roles and responsibilities**

The local governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### 3. 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	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	SENCO	End of Autumn term 2023	Parents feel clear about the provision for their children's SEND in all areas.	Summer 2024
	New staff members have not had training on how to support children with autism.	INSET training – Autism and Anxiety for all staff  Total Communication training for all staff	SENCo	End of Autumn Term 2023	Staff members feel confident in how to support children with autism in school.	Summer 2024
Medium term	The music curriculum is not fully inclusive due to children with autism not accessing the full Gloucestershire Music lessons.	SENCo to research different possibilities of how Gloucestershire Music can engage with children with additional needs.	SENCo Gloucestershire Music	Spring 2024	Children with additional needs are included in the full music curriculum.	Summer 2024
Long term	Curriculum needs to be adjusted to meet the needs of a child in school with a physical disability.	Provide adjustments in line with advice from Occupational Therapist and consultant.	Headteacher, class teachers and SENCo	Spring 2024	Child with physical need can access as much as the curriculum as possible.	Summer 2024

## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	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	Summer 2024
<b>Medium term</b>	School will need to be adapted to suit the needs of a child with a physical need who will require support from the spring term onwards.	Audit of site and adaptations made in line with occupational therapist advice.	Headteacher DGAT premises team School Business Manager	Spring 2024	Site is fully accessible to meet pupils' needs.	Summer 2024
<b>Long term</b>	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	DGAT premises team Governors Headteacher School Business Manager	Ongoing	School buildings are fully accessible	Summer 2024

### Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Written information for parents needs to be signposted to those with additional needs.	large-print, alternate colour or tactile versions of information, such as letters, maps and leaflets signposted on website and in the office lobby.	SENCo Headteacher	Spring 2024	Parents are aware of the availability of accessible versions of information.	Summer 2024
<b>Medium term</b>	School needs to ensure all relevant areas are clearly signed for those with hidden disabilities, such as autism or dyslexia and visual impairments.	Signs for all relevant areas.	SENCo	Spring 2024	Signposts are in all relevant areas.	Summer 2024
<b>Long term</b>	Written information needs to be accessible to people with visual impairments when needed.	Provide written information in alternative formats when needed Incorporate appropriate colour schemes when refurbishing and install window blinds	Headteacher School Business Manager SENCo	Ongoing	Written information is fully accessible to those with visual impairments	Summer 2024

### Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is September 2024. Any changes to this plan will be communicated to all staff members and relevant stakeholders.