



# Accessibility Plan

Code: S19

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Agreed by Whitchurch Primary School & Nursery Governing Body	Name
Chair of Governing Body	Peter Tenconi
Chair of Standards Committee	Vinay Patel
Interim Headteacher	Matt Bradley

Version	Creation Date	Changes/Reason for update	Date approved
1	October 2017	Policy	Autumn 2017
2	June 2020	Updated Policy as per new legislation.	Summer 2020
3	March 2023	Review and Update	Summer 2023

## **Introduction**

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 pupils with Sensory or physical needs or 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

Whitchurch Primary School & Nursery aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

## **Key Objective**

To create a rich environment which enables pupils with sensory or physical needs to participate fully in Whitchurch Primary School and Nursery community by identifying and eliminating barriers that could prevent this.

To access the curriculum, and to allow for full participation for pupils, and prospective pupils, with a sensory or physical need or disability.

## **Key Responsibilities**

Whitchurch Primary School & Nursery recognises that the following are key responsibilities underpinning the planning duty.

- Not to discriminate against pupils with sensory or physical needs or disabilities in their admissions and exclusions, and provision of education and associated services.
- Not to treat pupils with sensory or physical needs or disabilities less favourably.
- To take reasonable steps to avoid putting pupils with sensory or physical needs or disabilities at a substantial disadvantage.
- To publish an Accessibility Plan.

## **Principles**

- 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. We have links with Harrow Local authority.
- Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.
- We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have.
- Access to Education means making a full school life accessible to the disabled pupil, including extracurricular activities and events.
- Whitchurch Primary School & Nursery provides all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements.
- Whitchurch Primary School & Nursery recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities.

- Whitchurch Primary School & Nursery recognises and respects the parents' and child's right to confidentiality.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 pupil with a disability faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Activities

Whitchurch Primary School & Nursery will undertake to meet its key objective by developing three key areas,

### 1. Access to the Curriculum

- Whitchurch Primary School & Nursery undertakes to assess its provision of the curriculum to pupils on a regular basis, and to use this information to better tailor the curriculum to pupil requirements.
- Create a challenging curriculum where suitable learning challenges are set and progress of individuals' achievements can be assessed.
- To seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice.
- Continue to follow and endorse the key principles of the EYFS Curriculum & National Curriculum Framework, which underpin the development of a more inclusive curriculum.
- Whitchurch Primary School & Nursery provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Our facilities for our pupils include Learning Support rooms and a Therapy room to support group and individual teaching/therapy.
- Resources are provided to enable our children to access the curriculum, and are suitable to cover all teaching and learning styles.
- Whitchurch Primary School & Nursery will continue to seek the advice of LA services, such as specialist advisory teachers and Inclusion advisers, and of appropriate health professionals from the local NHS Trusts.
- The vast majority of pupils with sensory or physical needs or disabilities will be able to fully participate in the school's curriculum.
- For those children with more complex sensory or physical needs or disabilities, the school will endeavor to increase the extent to which pupils will be able to participate in the school's curriculum, ensuring inclusive school trips, gradual increase in participation according to the needs

of the pupil and to ensure that over the course of an academic year, pupils levels of participation are monitored and increased where appropriate.

- Pupils will participate in the Engagement Model if they are in KS1 or KS2 and unable to participate fully in the National curriculum.

## **2. Access to the Physical Environment**

- Whitchurch Primary School & Nursery, jointly with our Premises Manager and School Business Manager, continue to review existing facilities and will develop ways of making the physical environment more accessible to children with sensory or physical needs and disabilities.
- We are fortunate to have a modern building built with single level access. This enables our pupils with wheelchairs or walking aids to physically enter all rooms within the school site.
- Whitchurch Primary School and Nursery will take account of pupil needs and visitors with physical difficulties and sensory needs when planning and undertaking future improvements and refurbishment of the site and premises. We will always consider how different Physical or sensory needs have specific requirements and can be best catered for within Whitchurch Primary School & Nursery environment. We will then endeavour to provide the most suitable aids and resources.
- To seek and follow the advice of services such as Occupational Therapy, physiotherapy services, other schools, the LA, the Government, and independent bodies to achieve best practice.

## **3. Access to Information**

- Whitchurch Primary School & Nursery will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.
- Audit existing methods of providing information and media utilised, develop these to improve accessibility.
- Work with local schools, LA and local support services to source best materials at an appropriate cost.
- Include parents and pupils in the choice of the most suitable media for the disabled child.

### **Linked Policies**

The plan will contribute to the review and revision of related school policies.

### **Publicising the Plan**

Copies of this plan will be promoted and made available to existing or prospective parents using the following means –

- School website

## **Action Plan**

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

<b>Targets</b>	<b>Strategies</b>	<b>How</b>	<b>When</b>	<b>Goals Achieved</b>
Ensure compliance with the Equality Act and Code of Practice	<ul style="list-style-type: none"> <li>Staff and governors informed of requirements and obligations of the Equality Act and the Accessibility Plan</li> </ul>	Staff Meeting Guidance Notes Governors Meeting	Ongoing	School complies with the Equality Act and COP Requirements.
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Offering a differentiated curriculum for all pupils</li> </ul>	Using a variety of resources to ensure pupils access the curriculum. Resources include examples of people with disabilities access to enrichment opportunities and school trips.	Weekly year group planning meetings School trips to be evaluated to ensure they are accessible	Curriculum reviewed to ensure it meets the needs of all pupils.
Increased involvement of parents of children with Sensory or Physical needs or disabilities in decision making	<ul style="list-style-type: none"> <li>Encourage parents to become governors</li> <li>Parent drop in sessions</li> <li>SEN coffee mornings</li> <li>Family Learning</li> <li>School to work jointly with parents when drawing up Support Plans and Annual Review paperwork, EHCP applications.</li> <li>Friends of Whitchurch</li> </ul>	Parent information sessions SEN coffee mornings Governors Meeting Family Learning Parent meetings Annual Reviews Friends of Whitchurch newsletters. EHCP Applications	Ongoing	Parents feel able to express their views.
Improved awareness of prospective and existing pupils with sensory and physical needs or disabilities	<ul style="list-style-type: none"> <li>Include as part of the application process</li> <li>Hold disabled access sessions</li> <li>Training</li> </ul>	Application process Staff Meetings	Ongoing	School able to best target / plan resources.

Improve staff understanding and skills for Working with children with sensory or physical needs and disabilities	<ul style="list-style-type: none"> <li>• Training sessions in awareness and different disabilities</li> </ul>	Staff Meetings Training Reviews Linked Governor meeting	Ongoing	A wide skill base is available.
Staff Advisors Set up for key Disabilities	<ul style="list-style-type: none"> <li>• Autism training</li> <li>• Handling &amp; lifting training</li> <li>• Deaf awareness training</li> <li>• SEN ICT software training</li> <li>• Dyslexia training</li> <li>• SALT training</li> <li>• Positive Behaviour training</li> <li>• Gastric feeding</li> <li>• Insulin administering</li> </ul>	SENDCO to arrange internal courses and external courses as applicable to the needs of the school  School resource bank	Ongoing – according to each new intake of pupils	Chosen staff member is confident in giving advice to others. Support team skills based continues to be built up.
Share Best Practice	<ul style="list-style-type: none"> <li>• SENDCO to attend LA termly forums.</li> <li>• Assign member of staff to research ideas and schemes on the web and feedback ideas at staff and support team meetings.</li> </ul>	Harrow LA SENCO forums Staff Meetings Governors Meeting	Ongoing	Partnerships are formed with other local schools and ideas disseminated.
Improve range and availability of resources	<ul style="list-style-type: none"> <li>• Build up, review existing resources and keep a full itinerary.</li> <li>• Find out about full range of services/resources available from LA and health services.</li> </ul>	Staff / team meetings Purchasing decisions	Ongoing	A wider range of resources are available to school.
Increase awareness and involvement of children in disability issues	<ul style="list-style-type: none"> <li>• Discuss through the PHSCE curriculum and through whole school assemblies.</li> <li>• Outside agency assemblies</li> <li>• Discuss at School Council meetings.</li> </ul>	Pupil Parliament In class and whole school assemblies Staff meetings Governors Meetings	Ongoing	Disabled children feel more secure within their peer group.

Improve visual co-ordination of school	<ul style="list-style-type: none"> <li>• Colour co-ordinate resources, areas, and signage.</li> <li>• Review classroom colours, displays.</li> </ul>	Purchasing decisions SLT SENDCO	Ongoing	Navigation around school and resources is improved.
Improve and maintain access to all ground floor teaching areas and disabled toilets	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Reference to documents such as Equality Act and the Health and Safety Policy</li> </ul>	Purchasing decisions Future build and refurbishment E.g. Disabled toilets, disabled parking bays and ramps in school	Ongoing	All ground floor and physical environment - teaching areas are accessible.
Monitor bullying and harassment of pupils with sensory and physical needs or disabilities and staff	<ul style="list-style-type: none"> <li>• Ensure bullying or harassment incidents are monitored and recorded on SIMS and use this information to make a difference</li> </ul>	Ensure incidents are logged on the behaviour log  SENDCO to provide individual support to those involved	Ongoing	All bullying and harassment of pupils with sensory and physical needs or disabilities is dealt with according to school policy and therefore minimised.
Monitor and analyse pupil achievement to identify where there is an adverse impact on pupils with Sensory or physical needs or disabilities	<ul style="list-style-type: none"> <li>• Identify pupils with disabilities</li> <li>• Achievement data analysed</li> </ul>	Year Leaders /SENDCO SLT Team / Year Group Leaders Governing body	Termly	Analysis of teacher assessments / annual data demonstrates that if there is an attainment gap of disabled pupils, this should be narrowed in line with their cohorts and national averages.
To take part in annual events such as Deaf Awareness week to raise awareness of disability	<ul style="list-style-type: none"> <li>• Whole school assemblies</li> <li>• Invite speakers</li> <li>• Circle time activities</li> <li>• Fundraising</li> </ul>	SENDCO PHSCE Co-coordinator	On going	Assemblies / fundraising / circle time activities completed.