

**Reviewed:** September 2023

**Next Review:** September 2024



## Whitehouse Primary School

### Accessibility Plan 2022-2025

#### **Purpose of the Plan**

The purpose of this plan is to show how Whitehouse Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Whitehouse Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

#### **Definition of Disability**

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

#### **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the plans of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;

- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

### **Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Information and Objectives
- Health and Safety Policy
- Special Educational Needs Information Report
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- SEND Policy
- Inclusion Policy

The Schools complaints procedure covers the Accessibility plan.

### **Training**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the main office

### **Review and Evaluation:**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Whitehouse Primary School will address the priorities identified in the plan. The plan is valid for three years 2022-2025. It is reviewed annually.

## Section 2: Aims and objectives

Our aims are to:

- Improve and maintain access to the physical environment
- Increase access to the curriculum for pupils with a disability
- Improve the delivery of written information to pupils

The tables below set out how the school will achieve these aims.

### Improving access to the curriculum for pupils with a disability (Updated September 2023)

Aim	Strategy	Outcome	Responsibility	Time frame
Increase access to the curriculum for pupils with a disability	<p>Whitehouse offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.</p> <p>Manual handling training for staff to support children with physical needs.</p> <p>Training of use of Evac Chair to support children with physical disabilities or visitors with physical difficulties in the event of an evacuation from first floor</p> <p>Audit of CPD needs and specific training, including medical.</p>	<p>Increased access to all areas of the curriculum.</p> <p>Increased safety for pupils and staff.</p>	<p>Class Teacher</p> <p>SENDCo</p> <p>Evac Train the Trainer</p> <p>(S Milne)</p>	New staff trained by October 2023
Exploitation of technology to support learning for all groups of learners.	<p>Support all staff to implement and effectively use technology within the classroom.</p> <p>ICT and sensory specialist teacher input for pupils who meet criteria.</p>	<p>Increased rates of progress for all learners.</p> <p>Increased staff confidence with these programmes</p>	Curriculum leads	Ongoing from September 2023 inline with IFtL CPD for 1 pads

	<p>Use of Ipads for individual pupils – source suitable support apps – train staff.</p> <p>Phonics – RWI use of this for personalised provision</p>			
<p>To offer gross motor interventions for specific children to help them to access the PE curriculum.</p>	<p>Identify CPD needs. PE Teachers to attend training in order to create and establish a gross motor skills intervention group.</p> <p>Proprioceptive interventions using the fizzy programme as recommended by occupational therapists.</p> <p>Use of OT report to support sensory needs and develop sensory areas.</p>	<p>Established a Gross Motor group with assessment which identifies and show progression.</p>	<p>SENDCo</p> <p>PE teachers</p> <p>Inclusion team</p>	<p>Ongoing</p>
<p>Widen the availability of physical activity within the curriculum.</p>	<p>To enhance outdoor play spaces to ensure access for all.</p> <p>To continue to implement Daily Mile. Enhance the resourcing of physical development in EYFS.</p> <p>Embed our Active Learning strategy within school.</p> <p>Training for Play leaders</p> <p>Resources for sporting activities.</p>	<p>Children who are more active, healthy and ready to learn</p>	<p>SENDCo</p> <p>Curriculum Leads</p> <p>Assistant Head</p> <p>PE teachers</p>	<p>July 2024</p>
<p>Develop and enhance provision to support emotional wellbeing and resilience for all pupils, and for those with a recognised Mental Health need.</p>	<p>Commitment to CPD to promote health and wellbeing.</p> <p>Development of “growth mindset” curriculum</p> <p>Review of the PSHE Curriculum framework and coverage. New programme introduced 2022 and revised for 2023.</p> <p>Embedding and enhancement of an outstanding pupil safeguarding curriculum.</p> <p>Effective use of the Sports Premium funding to promote excellent pupil health.</p> <p>Successful embedding of approaches to active learning</p> <p>Delivery of extra-curricular opportunities which promote mindfulness and wellbeing.</p> <p>Whitehouse wellbeing scales/zones of emotional regulation to be used throughout the school and pupils to check in with their wellbeing score twice a day as a minimum.</p> <p>Development of the secret garden.</p>	<p>An increase in visitors to support our safeguarding &amp; pupil health &amp; wellbeing curriculum.</p> <p>Enhanced parental opportunity for engagement with safeguarding education.</p> <p>Pupils who are confident about learning and have a “growth mindset” persisting when faced with challenges.</p> <p>Pupils who can set goals, manage stress and organise their school work. Pupils who can use problem solving skills and their better emotional wellbeing to overcome obstacles to achieve their full potential</p>	<p>SENDCo</p> <p>Learning Mentor</p> <p>Head</p> <p>Assistant Head</p>	<p>July</p> <p>2024</p>

Develop and enhance SEMH provision	SPOP Provision. CPD for staff to support pupil wellbeing. Run appropriate clubs/interventions for children to attend including lunchtime clubs.	SEN (SEMH) children attending a club regularly either at lunchtime or afterschool	SENDCo Pastoral Leads	October 2023 relaunch and set up
	Relaunch of the SPOP SEMH provision.	Bespoke interventions	TAs	Ongoing
	Pastoral Leads Intervention Programme			

### Improving the delivery of written information to pupils

Aim	Strategy	Outcome	Responsibility	Time frame
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	Head Office staff	ongoing
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested. (translated documents where possible)	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Head Office staff	ongoing

## Improving and maintaining access to the physical environment

As the school was built in 2016 it is DDA compliant: internal doors are set to a width to accommodate wheelchairs, the building has wheelchair access via ramps, there is a lift for access to the second floor, there are disabled toilets on both floors in addition to a wet room, there is a hearing loop and there are also disabled parking spaces.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School has areas leading to KS2 library, art rooms accessible via steps on the second floor.	Lift already in place. Annual maintenance checks to occur.	Site manager/Hub Manager	Annual review
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Regular reviews – site manager daily checks, IFTL Reviews
Emergency escape routes	Labelled well and clearly displayed throughout school. Evac Chairs available at both stairwells at the end of the second floor wings	Continue to ensure signs are maintained. Ensure staff trained – Evac Chair Ensure annual maintenance and review of Evac Equipment	Site manager Evac Train the Trainer	On going Annual Review of staff and annual maintenance of Evac Chairs
Access to school site via carpark.	Access via Nursery and small gate	Access (wide gate and large pathway) created by Nursery and school field. Continue to review accessibility to school.	Site manager	Annual review
Oak provision wheelchair ramp	Oak Class provision built in April 2022 includes a wheelchair access ramp.	Continue to review access to the new Oak class provision.	Site manager	Annual review