Accessibility plan

Whitewater C of E Primary School

Approved by:	FGB	Date: 20th May 2019
Last reviewed on:	20th May 2019	
Next review due by:	May 2020	

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1. 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.

We believe in developing values and skills of the Christian faith. This means that we develop values including honesty, tolerance, resilience and compassion. We believe in including everyone. This means that as a community, we value and respect everybody. We believe in nurturing everyone's talent so that they can achieve in all areas. This means that we will help children to develop skills in sport, music, the arts in addition to academic achievement. We believe in life long learning. This means that we seek to develop an enquiring mind, a love of learning and independent learning.

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.

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 of the school.

2. 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a broad, balanced and differentiated curriculum for all pupils. We use specific and targeted resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked on Target Tracker for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs Class or school visits are accessible to all children regardless of attainment or impairment Interventions are in place for specific children in the school. These are tracked and evaluated	Teachers and LSAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice. Pupils with emotional, social and behavioural difficulties are supported in school. Classrooms are optimally organised for disabled pupils ICT equipment is provided for & has been fitted with additional software/hardware to allow access for disabled pupils.	Training given to adults working alongside specific children with disabilities The use of Social Speaking to encourage and promote the voice of all the children For some classrooms to be rotated when needed to support children with physical disabilities Voice activated software to be available within school on some devices	Headteacher Headteacher Headteacher Headteacher		

	against year group expectations ELSA support is available in the school to support children All staff have high expectations for all pupils					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Corridor width allows for wheelchair access • Disabled toilets and changing facilities • 90% of library shelves at wheelchair-accessible height • Disabled Toilet facilities have sufficient room to accommodate a changing bed & toileting chair • Pathways around school are safe and well signed. • Specific children are notified when emergency and evacuation systems are being tested • Signs are uncomplicated • Furniture and equipment selected, adjusted and located appropriately, e.g provision of wheelchair, writing slope, wedge	To rejuvenate the pond and outdoor classroom area to allow all pupils to gain access To ensure parking arrangements for disabled access is clearly signposted To ensure physically disabled children can exit the building as quickly as possible as stated in the evacuation plan School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	PTA are raising money to finance the levelling and access to ensure the facility can be enjoyed by all of the children Place disabled parking bay signs in the school layby Specific children and staff to partake in test runs in a range of positions and locations within school The use of tinted screens on class displays to support the learning of all children	PTA Administration Manager Headteacher to liaise with staff Headteacher		

	support, sit still mats, foam mats for break and lunch play etc.					
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Printed letters and the availability of documents on the school website • PowerPoint presentations to have accompanying printed material • Monthly newsletter is	To promote the awareness of adults with a disability	A survey asking adults the most successful tool to disseminate information	Headteacher / Administration Manager		

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the headteacher.

5. 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

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	NA		
Corridor access	Step access in corridor from the main reception to Class 2,4 and 5. Step access in corridor from the main reception to Class 3	For some classrooms to be rotated when needed to support children with physical disabilities	Headteacher	
Parking bays	NA – lay by for disabled parking	Signs to be installed on the front gates – to be clear and unobtrusive	Administration Manager	
Entrances	Large signage at the front equipped with a buzzer at an appropriate height. Gate to the main entrance – entrance on a flat and even surface. No access to Class 3 from the main entrance due to steps on the corridor and on the outside	For some classrooms to be rotated when needed to support children with physical disabilities	Headteacher	

	entrance			
Ramps	NA			
Toilets	Accessible disabled toilets off the main corridor. Inaccessible foundation toilets next to Class 1			
Reception area	Clear signage printed on display			
Internal signage	Class names and teacher names on classroom doors. Signs on toilet doors. Fire			
Emergency escape routes	Physically disabled children to leave Class 2, 4 and 5 through the fire exit exiting the library			