

A decorative graphic in the top right corner of the page. It features a large, light blue circle at the top, a smaller, 3D-style light blue circle below it, and a thin blue line that starts from the top left and extends towards the bottom right, passing through the center of the smaller circle. A large, light blue circle is also partially visible at the bottom right of the page.

Whartons Primary School Accessibility Plan

**Date of Policy: February 2019
(updated February 2021, May 2022)**

**Member(s) of staff
Responsible: Governor Resources
Committee**

**Reviewed Date: May 2023 June 2024
June 25, June 26**

At The Whartons Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

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

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

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

The Whartons 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Whartons Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The The Whartons Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

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The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

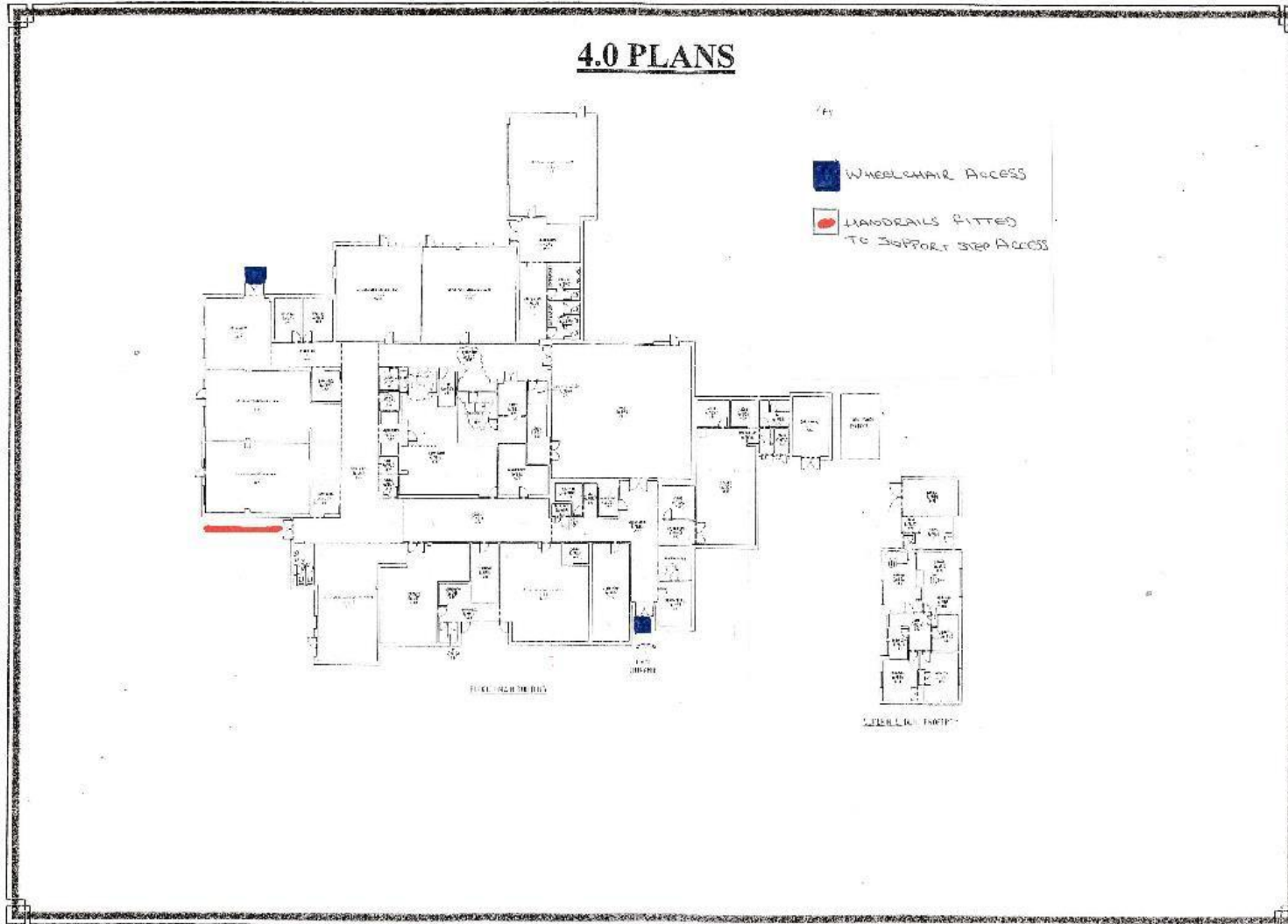
The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Deputy Headteacher - Inclusion Leader and SENCo**
- **Office and Finance Manager**
- **Site Superintendent**

A plan of the school buildings showing areas of accessibility is shown below

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An Access Audit was carried out by the Site Superintendent and Health and Safety Governor in February 2017. A number of recommendations were made as follows:

Access Report Ref.	Item	Activity	Timescale	Cost
1.	Wheelchair access to EYFS/KS1 playground	Alternative access to free flow EYFS area and KS1 playground other than through KS2 playground. Purchase a mobile ramp to be used at free flow door in reception class or moved to Y4 external door.		Price to be sourced
2.	Door widths	When doors are coming up for replacement, increase door width and decrease side panel width.	2020-21 ongoing	Price to be sourced
3.	External Fire Exit Doors	Continue regular maintenance of yellow paint to door threshold	Ongoing	£50 per year
4.				
5.				

Schedule 21: Action Plan A – Improving Physical Access

Ref	Question/Action	Recommendations/Outcomes	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	<p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff & governors are aware of access issues</p> <p>To create access plans for individual disabled children as part of the Personal Plans process.</p> <p>To ensure staff and governors can access areas of school used for meetings</p> <p>Annual reminder to parents, carers through newsletter to let the school know if they have difficulties accessing areas of school.</p> <p>Staff to share SENCO passport information with volunteers and support staff to ensure continuity of care for the children</p>	<p>Personal plans are in place for disabled pupils, and all staff are aware of pupils' needs. Short medium and long term plans are in place for all SEN children.</p> <p>All staff & governors able to access meetings.</p> <p>Parents have full access to all areas of school.</p> <p>Volunteers are aware of needs of SEN children at all times</p>	Ongoing	Medium	Staff meeting time			HT
2	Corridor	Keep corridors clear from obstructions.	Immediate/ongoing	High	None	Ongoing		LT

3	Wheelchair access to free flow outdoor area in EYFS and KS1 playground	Enable wheelchair users to access free flow outdoor area in EYFS and KS1 playground independently via a mobile ramp.	2022-23	Medium	quotes sought		LT
4	Disabled parking	One space in place at front of school Maintain signage and monitor use	Ongoing	Medium	None		LT
5	Disabled Toilet	In place in entrance hall, None in KS1. Consider putting in one as part of future renovations Furnish with emergency lighting alarm and pull chord	2022-23	Low	Source quotes		LT
			2025-26	High	Actioned and job complete		LT
6	Changing and Shower facilities	Consider putting in facilities as part of refurbishment	2019/20	Low	Source quotes		LT
7	Rear Car park surfacing	Consider resurfacing	2019/20	Low	Source quotes		Class teachers
8	Personal Emergency Evacuation plans written	When needed as part of SEND provision individual evacuation plans need to be written for children. The plans need to identify routes of away from building and which members of staff will ensure safe evacuation	Ongoing as needed	High	Staff time		
9	Ensure everyone has access to the school Reception.	Disabled parents/carers/visitors feel welcome.	Ongoing	Medium		Superintendent time	LT
	a) ensure the area is accessible-no barriers provision of appropriate seating b) External bell is accessible to wheelchair users.	Visitors can sit down if waiting for reception. Wheelchair user able to access school					

10	<p>Maintain safe access for visually impaired stakeholders</p> <p>a) Paint yellow paint on step edges</p> <p>Check exterior lighting is working on a regular basis</p>	Visually impaired stakeholders can move around the school site safely and independently.	Ongoing/regular	High	Superintendent /Health & Safety Committee			
11	Visual Fire Alarm alert light for deaf members of staff or visitors	Hearing impaired stakeholders can be alerted to evacuate due to fire risk when alone in the office	2025-26	High	Site Superintendent to action	Keybury works Completed		

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Schedule 22: Action Plan B – Improving Curriculum Access

Ref	Question/Actions	Recommendations/Outcomes	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for all pupils including those with SEND. All staff follow Whartons Teaching and Learning Strategy. Use of B2 for creating small steps outcomes for post learning and support focus	Spring Summer Term	High	SLT release costs TA log books Liaison between teacher and TA	Ongoing		Class teachers
2	Continue to deploy the use of flexible groupings of children (learning partners, fluid groupings)	Children able to work collaboratively and in ability groups as appropriate	Ongoing	High	Teacher time			Class teachers
3	Maintain the good practice in target setting	Use B2 or P scales as appropriate as best fit performance indicators.	Ongoing	High	SENCo /Teacher time			HT/class teachers/ SENDCo
2	Include specific reference to disability equality in all curriculum reviews and planning. Audit equality in literature across curriculum areas	Gradual introduction of disability/protected characteristics inclusion into all curriculum areas.	2020-21 2022-23		Subject leader release time	Autumn 2021		Subject leaders/ class teachers
3	Promotion of positive inclusion of those with protected characteristics and those without.	All displays reflect inclusive and diverse community	2021-22 2022-23	High	Display materials Support staff time to create displays			Subject leaders/ classteacher
4	Termly/half termly Wave 1, 2 & 3 provision maps created at pupil progress meetings to address gaps in learning. Interventions planned weekly including FLT groups lead by teachers to close gaps	Deputy Headteacher for Inclusion/SEND to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	Ongoing	High	Resourcing costs of identified areas to develop			Assessment lead/ SENCo

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	and support 'Keep Up' philosophy.							
5	Classrooms are organised to promote the participation and independence of all pupils	Deputy Headteacher for Inclusion/SEND to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Ongoing	High	Possible resource implications where gaps are identified			
6	Staff training in the production, implementation and review of Provision maps and IPMs and monitoring systems.	Deputy Headteacher for Inclusion/SEND to deliver staff training to teaching staff. Staff create focused and effective provision maps	Ongoing	High	Not applicable			SENDCo
7	Improve provision for children with neurodiversity. (eg Autism, ADHD, dyslexia)	Develop staff's knowledge and skills in making adjustments to support neurodiversity in the classroom effectively.	Ongoing	High	SENCo Training Budget			SENDCo
8	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	Deputy Headteacher for Inclusion/SEND and Specialist TA to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Autumn and Spring Term 2016/17	High	CPD for AH and SpTA External specialist costs			SENDCo
9	Purchase resources as necessary to aid teaching and learning for children with disabilities E.g. Colour filters/ matt laminating skins for children with limited sight.	Children with disabilities able to access the curriculum	Ongoing	Medium term	SENCo Time SEN budget			SENDCo

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	PE – textured balls/high visibility balls ICT – screen covers/large mouse Writing slopes Resource packs							
10	Contact other professionals who can provide advice and support as appropriate eg Positive Identities Team @ Banados, STARS SENIT	Staff able to access information regarding the implications of different disabilities and on the management of particular health needs in the classroom	Ongoing	High	SENDCo time			SENDCo
11	Ensure all school visits and trips are accessible to all pupils	All pupils are able to access all school trips and take part in a range of activities including residential.	Ongoing	High	Planning time Training with experts	See case studies for 2019 residential		Ckass teachers/ EVC
12	Review PE curriculum to ensure PE is accessible to all pupils. Explore how REAL PE supports inclusivity and accessibility	All pupils have access to PE and are able to excel. PE curriculum promotes and includes disability sports eg wheelchair basketball	2021-22	Medium	Research time and making connections/ partnerships	PE Lead		PE leader
13	Ensure children with protected characteristics can take part equally in lunchtime and after school club activities	All children feel supported and able to participate equally in out of school activities.	2021-22	Medium	Research time and making connections/ partnerships			HT/SLT

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14	Share good practice through our Family of Schools Diversity Group	Children with protected characteristics are celebrated. They are supported to access the building and school grounds for shared learning activities. Raised awareness of the provision we can plan to support all children and celebrate diversity. Investors in Pupils Award as a cluster	Ongoing	High	Release staff to support Agenda Day and share/ champion outcomes back at school.			HT
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Schedule 23 Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	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.	Ongoing		Not applicable			Office Manager
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing		Not applicable			Office Manager
3	Provide additional termly meetings for parents of children with SEND to review Individual Provision Maps (IPMs) and support plans. Parents and pupils to be involved in writing and reviewing plans	The school will review formats for individual plans and provision maps to ensure they are fit for purpose and accessible to parents, children and staff. All paperwork shared with parents to ensure their input is valued and informs practice.	Ongoing		Not applicable			Office manager/ SENDCo/ Class teachers

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.