



St White's Primary School

Accessibility Plan

Date of Review: June 2024

Date of Next Review: June 2027

Signed, Headteacher:

.....

1. St White's Primary School Accessibility Plan

All the stakeholders of St White's Primary School are important and the school is committed to ensuring that they are fully included.

1.1 The school aims, through constantly promoting the highest quality of teaching and learning, to enable our children to:-

- Realise their academic potential and to be equipped to be successful in the next stage of their school career.
- Be socially mature; demonstrating a high degree of emotional intelligence, empathy, understanding, tolerance and engagement with society.
- Possess effective life-long skills: resilience, resourcefulness and respect.
- Develop appreciation and love of life: aesthetically, physically and spiritually.

2. Legislation

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".

3. The 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, 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.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on an individual's everyday life.

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.

4. The Scope of the Plan

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. 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.

St White's 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. The school is 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 and ensure that it alleviates any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

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 St White's 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 anticipates the need to make reasonable adjustments to accommodate their needs where practicable. It relates to the key aspects of physical environment, curriculum and written information and can include, for example, the provision of an auxiliary aid or adjustment to premises.

The school's concerns and 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.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to a full, broad and balanced 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. This will be dependent on individual needs. The school strives to ensure that it is planning and preparing to respond to the particular needs of individual pupils.
- 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 will be made available in various preferred formats within a reasonable timeframe.

5. Staff training

The school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Whole school training will therefore recognise the need to continue raising awareness for staff and governors on equality issues.

6. Action Plan to Address the Disability Equality Duty

The school will:

- 6.1 Promote equal opportunity between disabled persons and other persons by raising awareness of issues and provide staff training as required.
- 6.2 Making every effort to enable disabled people to be enlisted onto the Governing Body, Friends Association and staff.

7. Consistency of Policies

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

- Equality Objectives
- Behaviour Policy
- Supporting Pupils with Medical Needs Policy
- School Development Plan
- Special Educational Needs Policy
- Safeguarding Policy
- Teaching and Learning Policy

8. Monitoring of the Accessibility Plan

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. St White's School is housed in a new, state of the art, building (opened in 2016) which has been designed to meet accessibility standards. Accessibility audits will nevertheless be undertaken at the end of each period covered by this plan in order to inform the development of a new Accessibility Plan. This reflects the school's determination to meet the ever changing needs of all of its stakeholders.

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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be regularly monitored.

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

Approved CLB Tilling

Date June 2024

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.

9. Monitoring arrangements

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

It will be approved by the Headteacher.

10. 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
- Complaints Procedure
- Safeguarding Policy

11. Priorities for the Accessibility Plan

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

- **The Governing Body**
- **Head Teacher**
- **Inclusion Leader**
- **School Business Manager**
- **Site Manager**

Action plan

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

Aim	Current good practice	Objectives	Actions	Person responsible	Completed by	Success criteria
Increase access to the curriculum for pupils with a disability	The school offers a scaffolded curriculum for all pupils which enables pupils to access age appropriate learning. It uses resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities wherever possible. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for all pupils including those with additional needs. The curriculum is robustly monitored and regularly reviewed to ensure it meets the needs of all pupils.	Training for all staff in providing a rich and balanced curriculum. Training for specific staff including medical training as needed.	CPD CPD	HT/DHT HT/DHT	December 2018	Staff will be more confident in scaffolding to ensure access to the curriculum. Medical needs will be met.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: Ramps Elevators Corridor width Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair-accessible height	N/A	HT	N/A	N/A	N/A

	<p>Specific children have specific equipment and seating arrangements which have been implemented throughout the year.</p> <p>Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.</p>	<p>Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning, behavioural and physical needs</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.</p>	<p>Class teacher SENCo</p>	<p>Sept 2018</p>	<p>Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils which may lead to them feeling disadvantaged or singled out.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Staff are welcoming and happy to invite parents and visitors into school. There are up to date leaflets in reception including those for organisations such as SENDIASS. The school regularly updates its Local Offer and there is a link to this in the SEND policy.</p> <p>There is a TV welcoming parents and visitors that celebrates all the school's stakeholders.</p> <p>The school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Large print resources Texting parents who request it to improve parental engagement 	<p>Investigate the possibility of giving access to stakeholders of the school prospectus, and other documents available in different languages.</p>	<p>Discuss with governor Discuss with school business manager</p>	<p>Inclusion Lead</p>	<p>September 2018</p>	<p>School stakeholders will have access to translated documentation relating to the school.</p>

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School has two stories joined with a lift or stairs inside and ramps outside.	Lift already in place. Annual maintenance checks to occur.	School Business Manager	Annual
Corridor access	All corridors are accessible for wheelchairs and wide enough to manoeuvre.	Corridors to be tidy and free from obstructions	All school staff	Ongoing
Lift	The lift is accessible to wheelchairs	The lift to be kept tidy and the entrances free from obstructions	All staff	Ongoing
Parking bays	There are two disabled parking bays in the car park	Specified parking bays to be kept available for disabled drivers	Site supervisor	Ongoing
Entrances	All entrances to the school are wheelchair friendly. Main entrances are automatic.	Automatic doors to receive maintenance	Site supervisor	Annual and Ongoing
Toilets	There is a disabled toilet at the main entrance.	Maintenance of toilet, supports and alarms to be maintained.	Site supervisor	Ongoing
Reception area	The reception area is accessible to wheelchairs.	N/A	Site supervisor	N/A
Emergency escape routes	Escape routes are well labelled and signs are clearly displayed throughout the school	Maintain signage.	Site supervisor SLT	Ongoing