

WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



'Let your light shine' – Matthew 5:16

Accessibility Plan 2023/2026

Date plan last reviewed: September 2022

Signed by:

Claire Gray

Headteacher

10/11/23

Date:

18/11/23

Date:

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A handwritten signature in black ink, appearing to be 'Chris R. J.', written over a horizontal line.

Chair of governors

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Our Vision

As a Church of England school our historical roots are vital to our identity and we are committed in serving our community. As a Church of England School, we value all of God's children, and follow our vision of equality for all. We believe that at Whitley Memorial Church of England Primary we are one big family, the 'Whitley Family,' striving to support our children equally in their spiritual and personal growth alongside their academic development.

Our school motto of 'Let your light shine' comes from Matthew 5:16: 'Let your light so shine before all people, that they may see your good works, and glorify your Father which is in heaven.'

This voices our overarching belief that everyone, no matter what their starting point may be, has God given skills and talents and we passionately believe in working collaboratively with parents, learners, members of the community, our church (St Cuthbert's), educational partners and other professionals to ensure all children receive the very best start to their learning journey and have every opportunity to 'Let Your Light Shine.'

Core Values

Our core values are at the heart of our school ethos and Christian environment. These values form the scaffold of our half-termly Worship themes and are also taught explicitly throughout the school. Our values are: *Thankfulness, Trust, Perseverance, Justice, Service, Truthfulness, Generosity, Compassion, Courage, Forgiveness, Friendship and Respect.*

Statement of intent

This plan outlines how Whitley Memorial CofE Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information). As a Church of England School, we value all of God's children, and follow our vision of equality for all, to allow every child to let their light shine.

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

1. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

2. The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Aim	Current good practice	Objectives	Actions to be taken	Person Responsible
Increase access to the curriculum for pupils with a disability	•Our school offers a curriculum that is adaptable to make sure that it can be	1.To increase the sensory resources to meet the needs of our pupils. 2.To develop the use of proprioception	1. Audit of current sensory equipment. Staff create a list of resources which they feel would benefit order new equipment 2. To order resources and CPD for staff	SLT and teachers

	<p>accessed by all children</p> <ul style="list-style-type: none"> •Our Ordinary Available Provision allows the all children access •We use resources tailored to the needs of pupils who require support to access the curriculum •Curriculum progress is tracked for all pupils, including those with a disability •Targets are set effectively and are appropriate for pupils with additional needs, through individual Passports and EHCP plans •The curriculum is reviewed to ensure it meets the needs of all pupils •There is early identification and intervention of children with SEND 	<p>3.To increase the inclusiveness of resources which show people with disabilities</p> <p>4.To further monitor that our curriculum model is enabling SEND pupils to make good or better progress in all classes.</p> <p>5.Continue use of Sonar to capture a more precise picture of the attainment and progress of SEND pupils working below the expected level</p> <p>6.Adapt the curriculum to meet specific pupils' SEND</p> <p>7.Further develop the use of ICT to support all pupil needs.</p> <p>8.To make improve attendance so that children can access the curriculum.</p>	<p>3. Audit of resources for diversity with a focus on disability.</p> <p>4. Monitor and evaluate the impact of teaching/curriculum on SEND pupils' progress. Book scrutiny and pupil interviews</p> <p>5. Ensure Sonar captures small steps of progress and gives leadership a clear picture of the achievement of SEND pupils.</p> <p>6. Annual curriculum reviews, by leaders and SENDco, to identify and address the needs of the current SEND pupils</p> <p>7. Ensure ICT equipment, hardware and software are suitable to support pupils needs. Refer to LA Computing consultants for advice. Update Apps on SEND Ipads.</p> <p>8. To continue to promote Breakfast Clubs to all, with a focus on vulnerable children and persistent non-attenders</p>	
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	<ul style="list-style-type: none"> •Extra curriculum clubs and school activities, eg educational visits, are accessible for all 			
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> •Single storey building •Corridors are wide •Disabled toilet and changing facilities •Library shelves at wheelchair-accessible height •Furniture positioning reviewed if any child/ visitor/ stakeholder has a wheel chair 	<ol style="list-style-type: none"> 1.To improve signage/wayfinding 2.Provide a suitable car parking bay for Disabled Visitors (Marked out) 3.Address maintenance issues relating to accessibility. (eg routine corridor check for impeded access) 4.Address issue of passage in the Thrive Room 5.Portable ramp available for need 	<ol style="list-style-type: none"> 1.Introduce new signage around school to improve wayfinding. 2.Markings in car park on fence 3.Annual check reported to H&S governor 4.Remove wooden divider between rooms 5. Purchase a portable ramp 	CT, MC, SLT
Improve the delivery of information to pupils/ all stakeholders with a potential	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p>	<ol style="list-style-type: none"> 1.School documentation is offered with different sized print if necessary 2.Continue to help any parents with reading and form filling 	<ol style="list-style-type: none"> 1.Specify on the school website that large type formats of any school produced documentation can be made available. 2.School continues to offer help with reading any documentation or filling in forms. 	Office PT SLT staff

<p>communication barrier</p>	<ul style="list-style-type: none"> •Large print resources •Pictorial or symbolic representations •Different coloured paper in children's books for dyslexia •School offers parents help when they struggle with reading. •Use of Widget •Information sent out electronically to allow people with disabilities to use their own devices and apps to adapt to their needs. 			
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Monitoring and review

This plan will be reviewed on a tri-annual basis by the governing board and headteacher. The next scheduled review date for this plan is **November 2026**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.