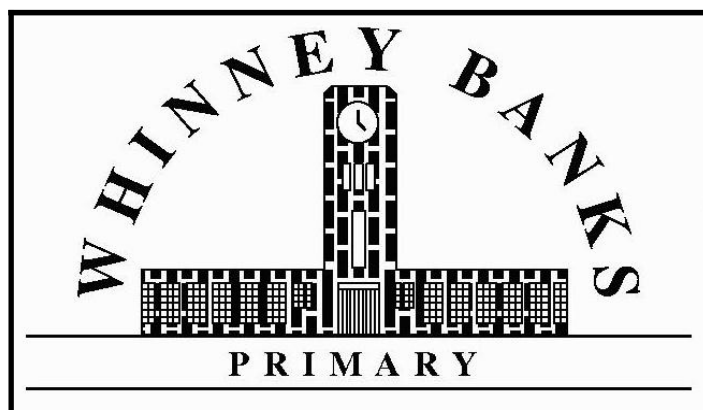


# Accessibility Plan



**Adopted by: Whinney Banks Primary School**

Review Date	Type of Review	Comments
October 2023	Updated	SEND & AP Improvement Plans; Equality Act
October 2026		

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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.

### **WHAT ARE WE AIMING TO DO IN WHINNEY BANKS PRIMARY SCHOOL?**

At Whinney Banks Primary School, we are committed to being an open-minded, supportive and professional team who respect one another and work together to make a difference.

We aim to create a positive atmosphere of trust, respect and high expectations between pupils, staff, parents and other professionals.

We are determined to foster a happy, safe and calm environment, where children behave well and become confident, independent life-long learners.

We encourage pupils to:

- care for one another
- develop self-esteem
- take pride in their learning
- take responsibility for their actions
- strive for high standards in their behaviour, academic and personal achievement

In order for them to experience success and realise their potential, we seek to treat all children fairly and have high expectations of each individual.

We are passionate about providing children with a broad, balanced and enriched curriculum. This is delivered in a high quality, stimulating manner, using first-hand experience and practical activities wherever possible.

We strive to build effective learning partnerships between home, school and the community. By working together, our aim is to be recognised as a successful school, where parents are happy to send their children and to which children are happy to come.

We want children to leave Whinney Banks:

- Enquiring, independent thinkers
- Literate, numerate and ICT competent
- Creative, resourceful and able to solve problems
- Self-confident learners who are willing to try new things and make the most of opportunities.
- Well rounded personalities who recognise their talents and have ambitions
- Emotionally healthy

- Having the confidence to express themselves and value their own and others' contributions
- Understanding their own and other cultures and traditions, with a strong sense of their place in the diverse world around them
- Having enjoyed their learning experience
- With the ability to lead safe, healthy and fulfilling lives

Whinney Banks Primary School aims to be a fully inclusive school:

- We have high ambitions for our disabled pupils; we support and encourage them to achieve in every aspect of school life to the best of their ability.
- The National Curriculum Inclusion statement drives our commitment to equal opportunities. The school:
  - sets suitable learning challenges;
  - responds to pupils' diverse needs;
  - overcomes potential barriers to learning and assessment for individuals and groups of pupils.
- We aim to identify and remove barriers to disabled pupils in every area of school life.
- We aim to make all children feel welcome irrespective of race, colour, creed or impairment.

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.

Where need is identified either by the school, or through self-identification by parents or children, then channels of discussion are opened to ensure that procedures and practices are put in place to give maximum access to the school's physical and learning environment, and the curriculum, so that no child or adult is discriminated against.

Parental reaction to the support provided over the past 3 year period has been very positive and we aim to maintain this over the period ahead.

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.*

#### **Key personnel:**

- Head teacher
- Assistant Head teacher – SEND
- Assistant Head teacher – Enrichment
- Assistant Head teacher – Early Years
- Senior Leader – Attendance

- Senior Leader – Social, Emotional and Wellbeing

The Head Teacher and Assistant Head Teachers are all responsible for Behaviour and Teaching and Learning in school.

**Associate personnel:** Policy and Action support

- Class teachers
- Teaching Assistants
- Family Liaison Officer
- Parent Support Adviser
- Office and Administrative Staff

**Governing Body Policy and Action:** Finance and Staffing Committee, Raising Achievement (RASP), Strategic Planning, SEND.

## **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	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	<p>Staff development and curriculum development to ensure the maximum access levels are provided for our pupils with disability.</p> <p>CPD centred around quality first teaching, inclusive teaching practices and adaptations.</p> <p>SEND CPD.</p> <p>The curriculum is adapted / differentiated to meet the varying needs of our pupils.</p> <p>School fund access to specialist services e.g., independent E.P, Learning and Language Team, therapists to support SEMH needs. Children's needs are identified and appropriate provision implement to ensure access to the curriculum. Children make progress toward their individual targets.</p> <p>Children access their learning alongside their peers. Children access all aspects of the curriculum.</p>	<p>Ongoing staff development and training.</p> <p>Emotional wellbeing and Academic Resilience training for staff.</p> <p>Personalisation / adaptation of the curriculum for many pupils has been an ongoing aim and access for disability is a feature of this work.</p> <p>We seek to ensure that every child has the best opportunity to achieve in all areas of the curriculum.</p> <p>SEND Audit</p> <p>CPD: e.g. adaptations, equality and equity, SEND Support Plans, SMART targets, Zones of regulation, cognitive load theory, EEF 5 A Day</p> <p>Implement PROCLAIM / Attachment Aware and Trauma Informed practices. Audit. Whole staff training.</p>	Monitor requirements	HT/SENDCo	Ongoing.	

	<p>Targeted intervention is in place.</p> <p>Learning walks / lesson observations include aspects of inclusion in teaching and learning.</p> <p>We will use our information systems to monitor our progress as a school and the progress of disabled children within the school to ensure that we are helping all children achieve.</p> <p>Children with SEND have individual SEND support plans. These are shared with parents / carers and are reviewed termly.</p> <p>Targets are SMART and are appropriate for pupils with additional needs</p> <p>EHCP's detail provision required for children with significant / complex special educational needs.</p> <p>SENDCo attends LA SENDCo network meetings and relevant training.</p> <p>Staff attend relevant training courses e.g. autism, supporting children with a visual impairment and Makaton communication methods.</p> <p>Reading / phonics Intervention.</p> <p>Curriculum progress is tracked for all pupils, including those with a</p>	<p>Whole school development of phonics and the teaching of reading (DfE fluency project).</p>				
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	disability					
Improve and maintain access to the physical environment	<p>Fire emergency exit lighting is installed and regularly maintained.</p> <p>There are designated disabled spaces.</p> <p>We have a desire to improve the environment in a way that promotes inclusion for all pupils and will continue to do so subject to resources being available. We continue to work towards our inclusive aims and have made a number of improvements to the school building to improve accessibility.</p> <p>School have adapted toilet facilities available.</p> <p>School internal fire doors are wide and accessible to wheelchair users.</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>There is an identified room where therapists can work with pupils.</p>	<p>We have done what we are able to within the resources available. Monitor regularly.</p> <p>Paint markings/signage to accessible disabled parking spaces.</p> <p>Repaint access gates to perimeter railings in a contrasting colour.</p> <p>Provide contrasting nosing step to outdoor area (EYFS).</p> <p>During next refurbishment, add a grab rail to one toilet cubicle per facility.</p> <p>Adjust opening pressure of door to Nursery for wheelchair users.</p> <p>Provide signage in an accessible format to identify the nursery entrance.</p> <p>During next refurbishment, provide chairs with armrests suitable for all</p>				

	<p>Exits are ramped and are accessible by wheelchair / pushchair / walking frame users.</p>	<p>users.</p> <p>During next refurbishment, provide hearing induction loop.</p>				
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>All information to parents / carers is jargon free.</p> <p>The school website is regularly updated with clear and accessible information for parents / carers.</p> <p>Whinney Banks Twitter account is used to communicate regularly and positively with parents / carers regarding events, visitors and visits.</p> <p>Pupils SEND Support Plans are regularly reviewed and discussed with parents / carers termly</p>	<p>Internal signage.</p> <p>Large print resources to be available for children with visual impairment.</p> <p>Work closely with Hearing Impaired and Visually Impaired services and implement recommendations with their reports.</p> <p>Pictorial representations of information and visual timetables or cues available when recommended.</p> <p>Source interpreters as required.</p> <p>Source hearing impaired support as required e.g. signing / Makaton.</p>				

#### **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 Head Teacher and Governing Body.

#### **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
- Special educational needs (SEND) information report

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Corridors are easily accessible.	Ongoing suitable tonal contrasts when decorating. Internal doors replaced as refurbishments are completed.	Head Teacher, SBM	Ongoing
Parking bays	2 parking bays marked for disabled use.	Further parking bays to be provided as necessary.	Head Teacher, SBM	Ongoing
Entrances	Door entry systems are accessible.	Maintain.	Head Teacher, SBM	Ongoing.
Ramps	Ramps in KS2 and KS1.	Provide upgrade to anti-slip.	Head Teacher, SBM	Ongoing.
Toilets	Disabled toilets provided.	During refurbishments, ensure all taps are easy to grip and operate.	Head Teacher, SBM	Ongoing

Reception area	Appropriately signed.	During next refurbishment, install induction loops in Reception area.	Head Teacher, SBM	Ongoing
Internal signage	Signage around school.	Internal signage updated as necessary. Highways approached for improved signage to school site.	Head Teacher, SBM	Ongoing
Emergency escape routes	Corridors, exits, footpaths.	Regularly checked and maintained.	Head Teacher & Caretaker.	Ongoing