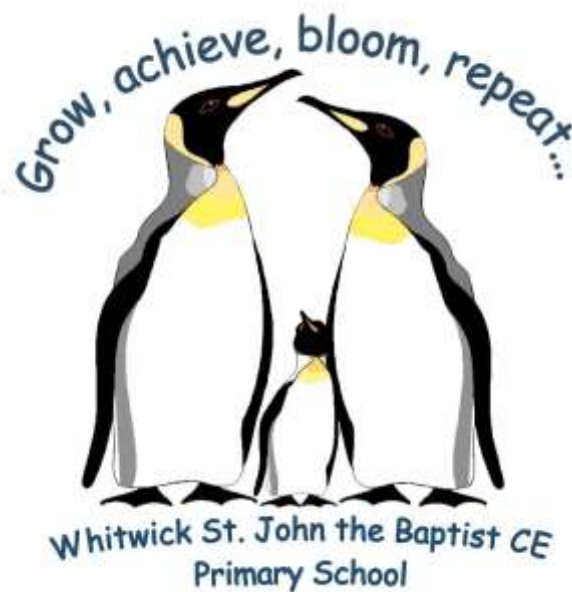


# Accessibility plan

## Whitwick St John the Baptist CE Primary School



**Approved by:**

Samantha Fuller- SENDCo

**Date:** 17.03.2023

-SEND Governor

-Headteacher

**Last reviewed on:**

March 2023

**Next review due by:**

March 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.

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. For example, we are a partner of the Forest Way Teaching School Alliance which is based at Forest Way School – a Special School.

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.

## 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

Whitwick St John the Baptist C of E Primary School		Accessibility Plan		March 2023 –March 2026	
Areas for improvement	Actions to take	Resources	Responsibility	Timescales	Monitoring
<b>Access to and participation within the curriculum</b>					
<b>Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.</b>					
To ensure that the admissions for children with SEND Provision is in line with the Whole School Admissions Policy.	<p>Liason with Pre-school settings/ transition schools.</p> <p>Communication with SENA case managers as part of EHCP consultations.</p> <p>Communication with parents prior to pupils starting within our setting.</p>	Time for the SENDCo/ EYFS class teachers to review Proposed EHCP's and speak with other settings/ SENA.	SENDCo EYFS class teachers Headteacher	Summer term 2023/ As required	<p>Headteacher Deputy Headteacher SENDCo</p> <p>Monitoring through the SEND Governor Visits.</p>
To ensure clear identification of pupils who may need additional and different provision and that provision is in place prior to entry.	<p>Liaison between Head of KS1/EYFS and Nursery providers.</p> <p>Communications with parents prior to entry to ensure profiles and pupil/family centred views are in place.</p> <p>Liaison with outside agencies and recommended support in place.</p> <p>Communication with EYFS teachers and adaptations and support made clear.</p>	Time for KS1/EYFS lead to meet Nursery providers and communicate needs with EYFS staff. Provision of resources as needed by case.	SENDCO and KS1/EYFS Lead.	Summer term annually/ as required	<p>Headteacher SENDCO</p> <p>Monitored through: staff and pupil views EHCP Annual reviews Pupil progress analysis Parental views</p>

<p>Establish a timescale for the review of key policies to ensure they comply with The Equality Act 2010 and reflect inclusive practices.</p>	<p>Plan for policies to be reviewed. Implementation of changes to policies.</p>	<p>Time for Headteacher and Governors to review policies.</p>	<p>SENDCO Headteacher Governors</p>	<p>March 2023 then annually reviewed</p>	<p>Governors Monitored through: Staff views on policy review</p>
<p>To establish clear communication with families and health providers to ensure support for needs for pupils with long term health conditions, including epilepsy, asthma and mobility issues is clear.</p>	<p>Liaise with health care providers over individual health care plans. Liaise with parents, through questionnaires/meetings to ensure health needs are understood.</p>	<p>Time for SENDCO to liaise with health care providers and families</p>	<p>SENDCO Headteacher Staff with First Aid responsibility.</p>	<p>March 2023, then reviewed termly/ as required.</p>	<p>SENDCO Monitored through: Staff and pupil views</p>

<p>To continue to ensure full access to the curriculum for children with a wide range of needs.</p>	<p>Initiatives to support inclusive practice and disability friendly practice- ‘Autism Friendly’ and ‘Dyslexia Friendly’ practice etc, including a wide range of outside agency expertise. Use of and employment of specialist advisory teachers e.g. counselling services, Autism Outreach, Dyslexia specialist. Initiatives to continue to ensure and monitor differentiated curriculum e.g. planning, book scrutinies and learning walks. Continue to Liaise with Forest Way special school and Oakfield Short Stay School. SENDCO NET groups assessment for pupils with learning needs including in foundation subjects. Make more use of specific equipment including for Physical support, visual stress etc. Interviews with pupils.</p>	<p>Costs to involve outside agencies e.g. Autism Outreach hourly rates. Cost of a Counsellor to support in school and use of EP service contracted hours. ELSA support in school.</p>	<p>Inclusion Leader/SENDCO Special school Ed Psych Counsellor ELSA support</p>	<p>March 2023/termly SLT monitoring</p>	<p>Headteacher Monitored through: Staff/Parent/Pupil views Audit tools for ASD/Dyslexia friendly practice. Pupil progress monitoring Assessment folders/ISP target monitoring and LSA intervention assessment, observations and books for pre-assessment standards (Engagement Model)</p>
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<p>To continue to ensure access to a full range of extra-curricular opportunities for pupils with disabilities.</p>	<p>Develop guidance for staff on making trips and visits accessible to all. Ensure each new venue is vetted for appropriateness. Gather information on accessible PE and disability sports. Audit of range of after school clubs for pupils with SEND/disabilities. Interviews with pupils.</p>	<p>Cost of PE activities and events. Use of Sports premium funding</p>	<p>SENDCO Trips and residential visits co-ordinator and PE co-ordinator</p>	<p>Termly</p>	<p>Headteacher PE co-ordinator Monitored through: Views of staff and pupils. Audit of PE provision by co-ordinator. Sports clubs/ extra-curricular club registers.</p>
<p>To continue to refine the review of the attainment of all SEND pupils and pupils with disabilities.</p>	<p>Teachers to use data around vulnerable groups as part of pupil progress meetings. Regular liaison with parents and pupil centred review meetings. Continued development of the use of assessment systems to track vulnerable groups. ISP (Individual Support Plan), class and personal targets to have robust review procedures.</p>	<p>Time to meet: Class teachers and SLT.</p>	<p>SENDCO Class teachers.</p>	<p>Autumn term 2024</p>	<p>SENDCO and Headteacher Monitored through: Pupil progress meetings and tracking of progress.</p>
<p>To promote the inclusion of all pupils in extra-curricular activities.</p>	<p>Teachers ensure pupils are given access to and opportunities to take part in clubs and sporting events. Pupils with SEND chosen to undertake sporting events. Pupils with SEND given access to clubs provided within school and given additional support if necessary.</p>	<p>Costs of 1:1 support where necessary.</p>	<p>SENDCO SLT</p>	<p>Termly</p>	<p>SENDCO, DHT and Headteacher, through club registers and Sports events records.</p>

<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To ensure that pupils with disabilities are not treated less favourably than other pupils.</p>	<p>Within the Curriculum to aim to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <p>Wheelchair access as needed</p> <p>Screen magnifier software/filters and backgrounds/text to speech software etc as needed.</p> <p>Giving alternatives to enable disabled pupils to participate successfully in lessons</p> <p>Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people</p>	<p>ICT resources as needed.</p>	<p>SENDCo PSHE co-ordinator ICT co-ordinator</p>	<p>Ongoing- daily</p>	<p>Headteacher Monitored through: Monitoring of provision mapping Pupil views.</p>
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<p>To continue to promote family and pupil centred approaches.</p>	<p>To embed the principles of personalisation and person centred planning into our work with children and young people with SEND.</p> <p>To increase parental awareness of The Local Authority's SEND Information, Advice and Support Service (SENDIASS) to help engage with parents and carers of pupils with disabilities particularly services at EHC plan stage and to inform and develop good practice within</p>	<p>LA person centred service is free to schools.</p> <p>SENDIASS service at EHC plan level is free to parents.</p>	<p>SENDCo</p>	<p>Ongoing- daily</p>	<p>SENDCo Monitored through: Parent and pupil views Records of Annual reviews.</p>
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	our setting.				
Establish a mechanism for surveying the views of disabled learners in the school.	SENDCO to meet with children	Time for SENDCO to meet pupils	SENDCo	Summer term 2023	Headteacher SENDCo SEND Governor
To ensure the aims of the accessibility plan are reviewed and shared with the governing body.	Governor meetings to review the Accessibility Plan.		SENDCO SEND Governor	March 2023	Governors



**Access to the physical environment**  
**Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

<b>Areas for improvement</b>	<b>Actions to take</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Timescales</b>	<b>Monitoring</b>
Improve the physical environment Ensure the new building work meets the needs of pupils and staff with disabilities.	Continue to take account of the needs of pupils, parents, visitors and staff with physical disabilities and sensory impairments when reviewing the environment and access to the environment. Ensure that all future building work/refurbishment take all reasonable steps to provide access for disabled people.	As appropriate to each refurbishment.	Headteacher Deputy Headteacher Governing body	September 2023	Headteacher Governors
Ensure that all areas have ramps to allow access to the school building.	Continue to take into account the needs of parents, pupils and staff.		SENDCO Headteacher Deputy Headteacher	September 2023	Headteacher Governors
Ensuring a stimulating and appropriate environment in which all pupils with a disability are able to be involved.	Continue to monitor and review policy on displays in classrooms and the use of role play areas. When necessary create access plans for individual disabled children as part of the Annual Review/EHC /ISP process	Resources to improve environment as needed.	Headteacher Deputy Headteacher SLT	Autumn/ Spring term 2023/24	Headteacher Deputy Headteacher SENDCo Monitored through: Focused learning walks Pupil views
Ensuring disabled parents are not discriminated against and have every opportunity to be involved in school.	Include questions in the confidential pupil information questionnaire about parents/carers' access needs Arrange interpreters from the RNID to communicate with deaf Parents.	Cost of adaptations/interpreters etc.	Whole School Team	Ongoing- daily	Headteacher Deputy Headteacher SENDCo Governors  Monitored through:

	Offer a telephone call to explain letters home for some parents who need this. Adopt a more proactive approach to identifying the access requirements of disabled parents.				Information returns audit Parent views
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To improve community links	Raise school awareness of wider community. Look at and develop links with Forest Way School. Links with other schools in the community	SENDCo referrals Family visits to Specialist Provision settings.	SENDCo	Termly	Headteacher Governors Family Liason Officer SENDCo
To continue to plan for the development of the playground and facilities.	Inclusive and child friendly play areas.	Sources of further funding e.g. PTA.	Headteacher Deputy Headteacher	March 2023	Headteacher Deputy Headteacher Premises Officer
To ensure roads, driveway, paths around school are as safe as possible.	Communication with parents via text safety messages /letters/walk to school week/road and bicycle safety for Y6. Road safety assembly from the local police officers.	Funding for safety initiatives	Premises Officer SLT Y6 teachers	March 2023	Headteacher  Premises Officer  Health and safety monitoring
To ensure all are aware of evacuation procedures in the event of a fire.	Class teachers and LSA's aware of pupils needs in relation to alarms, ramps and supervision.	Agreed plans for key children in place.	SENDCO Class teachers and LSAs	Reviewed as necessary.	Headteacher SENDCO

<p>To improve access to the curriculum for pupils with hearing impairment.</p>	<p>Use of a radio for pupils as advised by the hearing support team.</p> <p>Use of a sound field system for pupils in class.</p> <p>Support from the IT technicians at the Hearing Support Team</p> <p>BSL (British Sign Language) being used to support children with significant hearing loss.</p>	<p>Sound field systems in place in classes where necessary.</p>	<p>SENDCo Class teachers LSA's</p>	<p>Reviewed annually in the summer term.</p>	<p>SENDCo Headteacher Deputy Headteacher</p>
<p>To ensure access to the building for all.</p>	<p>Ensure ramps are accessible. Provision of two disabled parking bays. Ensure correct height of tables, worktops in the kitchen,</p>			<p>Autumn term 2023</p>	
<p>To ensure all children with ASD and ADHD have a safe space</p>	<p>Ensure there is provision of a space to calm down with little sensory stimulus.</p>	<p>Cost of refurbishment of a calm space/ nurture room- The Zone/The Portal</p>	<p>SENDCo and Headteacher</p>	<p>Autumn term 2022</p>	<p>SENDCo Headteacher</p>

<b>Availability of accessible information</b>					
<b>Aim 3: To improve the delivery of information to disabled pupils and parents.</b>					
<b>Areas for improvement</b>	<b>Actions to take</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Timescales</b>	<b>Monitoring</b>
Communication with Parents with Hearing impairment improved.	Regular communication with parents Interpreter provided for parents' eve/annual reviews	Interpreter	SENDCo / Head of Hearing Support Team Family Support Worker	Reviewed annually	SENDCo/ Monitoring through: Parental views at Annual review
To ensure all children with ASD have access to the curriculum	Individualised strategies used for ASD children. Strategies from Autism outreach training implemented.	Autism Outreach training cost.	SENDCO Autism Outreach support	Spring 2020 with training updated annually.	SENDCO Class teachers
To enable improved access to written information for pupils, parents and visitors.	Audit of information on website and accessibility of information. Audit of format/fonts for newsletters and curriculum information etc. SENDCo - Raising awareness of font size and page layouts to support pupils with visual impairments or Visual Stress/Dyslexia. Talks from those with expertise	Cost of resources. Cost of visitor form Optometry.	SENDCo	March 2023	SENDCO Monitor through: Parent views Pupil views EHCP records of process.

	<p><b>in Visual stress.</b> <b>Auditing signage around the school to ensure that is accessible to all.</b> <b>Review documentation on website to check accessibility for parents with English as an Additional Language: Some welcome signs to be multilingual</b> <b>Continue to promote the SENDIASS service which is designed to ensure that parents and carers of children with special educational needs (SEN) have access to information, advice and guidance on SEN matters to allow them to make informed decisions about their child's education.</b> <b>Ensure office have knowledge of the availability of written material in alternative formats when specifically requested.</b></p>				
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<p>To review children's records ensuring school's awareness of any disabilities</p>	<p>Information collected about new children. Records passed up to each class teacher. Each teacher/staff member aware of disabilities of children in their classes          Medical forms updated annually for all children          Individual Personal health plans reviewed          Review of Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom etc.          Review of in school record keeping system on disability.</p>	<p>Administration time</p>	<p>SLT</p>	<p>Summer 2023 reviewed annually</p>	<p>Headteacher          Governors          SENDCo          School Nurse team</p> <p>Monitoring through:          Staff interviews          Pupil progress and Performance management meetings.</p>
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## **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 SENDCO, SEND governor and 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 Policy
- Behaviour Policy
- Special educational needs (SEN) information report / policy
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single story			
Corridor access				
Parking bays	No dedicated disabled parking bay	Allocate a disabled parking bay	SBM GOVERNORS	
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				