



BERLESDUNA
ACADEMY TRUST

Whitmore Primary School and Nursery Accessibility plan



WHITMORE
PRIMARY SCHOOL AND NURSERY

Approved by: LGB

Date:

Last reviewed on: January 2024

Next review due by: January 2026

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Action plan.....	4
4. Monitoring arrangements	12
5. Links with other policies	12
Appendix 1: Accessibility audit.....	13

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 are to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At Whitmore Primary School and Nursery, we are committed to creating a school and a climate where there are high expectations of everyone. Learners are provided with quality learning opportunities alongside support and guidance in order that they achieve highly and all that they are able to. Every person in our school is valued, important and included. Our ethos ensures that we work consistently to provide quality care, education and instill a belief in self, cumulative and community success. We work hard to ensure that every person is valued and that no person is invisible in our community. We also recognise that learning comes in many forms and we aim to apply this, ensuring that all learners are given opportunities that enable them to thrive and enjoy learning.

Whitmore Primary School and Nursery is committed to providing a full curriculum access that is inclusive and open to all our learners, regardless of their education, physical, sensory, social, spiritual, emotional, cultural or other needs. In order to do this we recognise and value parents/carers as partners in this process alongside their knowledge of their child's disability and any effect it has on their ability to carry out every day activities. We respect an individual's right to confidentiality whilst also considering our commitment to safeguarding all learners.

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.

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.

This policy complies with our funding agreement and articles of association.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for pupils. We access support to do this where appropriate and are committed to ensuring a positive learning experience for all.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>We aim to ensure that, where appropriate, curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability. Pupil Progress meetings ensure that pupils are considered as learners and individuals and that their barriers to learning are considered alongside possible solutions to overcome said barriers.</i></p>	<p>Long Term:</p> <ul style="list-style-type: none"> - Learning resources will include those that are fully representative of and accessible to pupils with a range of learning needs. - Staff will all be trained/have clear expectations to use the aforementioned learning resources. - A system will be introduced to ensure that all teaching staff are trained in the identification and teaching strategies for learners with specific learning difficulties. - The school will have access to a wide range 	<p>Audit current resources against provision map and develop purchasing rolling programme.</p> <p>Ensure resources are stored in an accessible way and that there is a centrally stored inventory of resources. Monitor.</p> <p>Embed staff training programme.</p> <p>Complete a CPD review of staff knowledge and school need.</p> <p>Identify appropriate CPD and resources and ensure effective delivery to staff.</p> <p>Audit current resources and their</p>	<p>Inclusion Lead</p> <p>Inclusion Lead</p> <p>Inclusion Lead/ Head teacher</p>	<p>Summer 2024/ Autumn 2025</p> <p>Summer 2024/ Autumn 2025</p>	<p>All staff and learners will have easy access to resources which support learning and enable pupils to achieve highly.</p> <p>Resources will be observed to be used well and will also have an observable impact on learning, teaching and outcomes.</p> <p>Barriers to learning will be identified and addressed effectively. Stretching and targeted outcomes for pupils will be met.</p>

	<p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>The school continues to develop tracking systems to ensure that no learner becomes “invisible.”</i></p>	<p>of IT resources that enable learners to fully access the curriculum and that may be drawn upon at all times.</p> <p>Medium Term:</p> <ul style="list-style-type: none"> - Learning information will always be available in different formats (pastel paper, large print, language, verbal etc.) if necessary. - Participation and capability of all learners to participate in all aspects of the curriculum will be clearly planned for by staff. - Staff will have a clear and appropriate understanding of mental health and wellbeing approaches to support learner’s achievements and behaviour 	<p>appropriateness.</p> <p>Investigate quality resources and implement a rolling review/purchase programme. Train staff.</p> <p>Investigate current need and resources available.</p> <p>Ensure staff are clear about what resources needed. Monitor provision and effective use or resources.</p> <p>Audit staff knowledge and provide appropriate CPD to ensure that provision is effective and appropriately tailored to need.</p> <p>Provide mental health information and updates and identify those in need of more specific training.</p> <p>Audit provision and behavior alongside intervention in consultation with SLT, taking action when necessary.</p>	<p>Computing Lead and Inclusion Lead</p> <p>Inclusion Lead/SENCO</p> <p>Inclusion Lead/SENCO</p> <p>Inclusion Lead</p>	<p>Summer 2024/ Autumn 2025</p> <p>Summer 2024/ Autumn 2025</p>	<p>IT resources will be accessible and used effectively to support learning and targeted outcomes.</p> <p>No learning time will be lost as resources will be accessible to all and reflective of the needs of the learners.</p> <p>Learners will be able to communicate how they have achieved and been included in all aspects of the curriculum. Staff will be able to plan effectively to meet this.</p> <p>Mental Health First Aiders will be effectively deployed and used by pupils and staff.</p> <p>Behaviour will be effectively dealt with and be proportionate to need.</p>
--	--	--	---	--	---	--

		<p>- Planning and teaching will be regularly monitored with an “accessibility” focus. It will meet the needs of all pupils (but be mindful of GDPR).</p>	<p>Develop and embed a monitoring schedule focused on accessibility and provision.</p>	SLT	Summer 2024/ Autumn 2025	<p>Monitoring and outcomes from monitoring will demonstrate that learners’ needs are effectively met.</p>
		<p>- The whole school community will clearly understand and use assessment data to challenge, support, engage all pupils.</p>	<p>Provide CPD to support community to embed new assessment systems and to use them as a starting point for teaching and monitoring and accountability.</p> <p>Monitor impact of use of assessment, taking action when necessary.</p>	SLT		<p>Data (hard and soft) will be used to challenge, support and provide quality learning opportunities for pupils.</p>
		<p>- Provision maps will track equality of provision against outcomes to ensure that no learner is disadvantaged.</p>	<p>Investigate and develop an appropriate format.</p> <p>Implement provision mapping and review provision at least termly.</p>	Inclusion Team	Summer 2024/ Autumn 2025	<p>Provision map will be used as a tool to audit provision and effectiveness of provision.</p>
		<p>- Monitoring systems will regularly review appropriateness of educational visits for all learners, specifically</p>	<p>Audit current provision and address any weaknesses with CPD/direction as appropriate.</p>	Deputy	Summer 2024/ Autumn 2025	

		<p>those with disabilities.</p> <p>– Quality physical education provision will be clearly accessible to any learner with a disability.</p> <p>- Extra-curricular activities will be planned to ensure that they are accessible to all.</p> <p>Short Term:</p> <p>- Staff will consistently demonstrate an appropriate awareness of classroom strategies to include all learners, specifically those with individual needs</p> <p>- LSA deployment and effectiveness will be regularly monitored to</p>	<p>Monitor visit RA production and review to ensure that aims are met.</p> <p>Complete a review and audit of provision and resources.</p> <p>Develop action plan and implement findings.</p> <p>Audit current provision and address any weaknesses with CPD/direction as appropriate.</p> <p>Monitor visit RA production and review to ensure that aims are met.</p> <p>Audit knowledge and CPD requirements</p> <p>Implement CPD programme as appropriate.</p> <p>Monitor strategy implementation.</p> <p>Implement monitoring and review strategy in</p>	<p>Deputy</p> <p>Deputy</p> <p>Deputy/Inclusion Lead/SENCO</p> <p>SLT</p> <p>Deputy/Inclusion</p>	<p>Summer 2024/ Autumn 2025</p> <p>Summer 2024/ Autumn 2025</p>	
--	--	--	--	---	---	--

		ensure that it is the most appropriately placed and of a high quality.	line with provision map. Review termly.	on Lead		
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays can be made available • Disabled toilets and changing facilities • Wheelchair accessible resources • Emergency routes reviewed regularly 	<p>Long Term:</p> <ul style="list-style-type: none"> - Classrooms and learning areas will be clearly organised to maximise every learner's learning experiences and opportunities. - The classroom furniture will be suitable for children with disabilities at all times. <p>A regular system of monitoring (against requirement, e.g. DDA etc) of access to all areas of the school to be undertaken. This will result in the buildings/asset management plan being developed/addressed accordingly.</p> <p>Medium Term:</p> <ul style="list-style-type: none"> - Routes will be clearly mapped for visitors, pupils and staff/parents/carers that need differentiated 	<p>Implement review strategy and reporting system in line with H&S checks.</p> <p>Review with Inclusion Lead and teaching staff</p> <p>Audit current equipment against need current and known future need.</p> <p>Implement rolling review and purchasing plan.</p> <p>Head teacher, Site Manager and finance will review school compliance and develop strategy spending plan /asset management plan to address areas of weakness.</p> <p>A map of the building with routes clearly defined will be produced and monitored. This will be distributed to those that require it, as</p>	<p>Class teacher/SLT</p> <p>Head teacher, Site Manager and finance</p> <p>Head teacher/ Site Manager</p>	<p>Summer 2024/ Autumn 2025</p> <p>Summer 2024/ Autumn 2025</p> <p>Summer 2024/ Autumn 2025</p>	<p>Most up to date research and best practice will be evident in all classroom areas.</p> <p>Learners will have access to high quality and durable learning resources that support all learning needs.</p> <p>The school will have surplus equipment for immediate use, as appropriate.</p> <p>School will be completely DDA complaint.</p> <p>Information will be prepared and distributed, as appropriate</p>

		<p>access to the building. These will be available on request and regularly monitored.</p> <p>-Staff will be trained on how to support any member of the school community to access learning and other school environments.</p> <p>Short Term:</p> <p>- Emergency egress and access plans, specifically for learners with disabilities will be regularly reviewed and information disseminated as necessary.</p> <p>- The appropriateness of the hygiene facilities and access to these will be regularly monitored and action taken, where necessary.</p> <p>- All staff will be clear about the policy and procedures with regard</p>	<p>appropriate.</p> <p>CPD review to be undertaken by Inclusion Lead in line with current and anticipated need.</p> <p>Appropriate CPD to be sourced and provided.</p> <p>A map and clear instructions noting emergency egress routes (for individual learners) will be produced and monitored. This will be distributed to all staff.</p> <p>Regular monitoring to be undertaken in conjunction with the regular H&S monitoring walks.</p> <p>Intimate care policy and procedures to be ratified and disseminated to all</p>	<p>SLT/Inclusion Lead</p> <p>Site manager and Head teacher</p> <p>Head teacher and Site manager</p> <p>Inclusion Lead and SENCO</p>	<p>Summer 2024/ Autumn 2025</p> <p>Summer 2024/ Autumn 2025</p>	<p>An audit trail of training and need will be provided upon request. Staff will be confident and competent in supporting learners and others, as appropriate.</p> <p>Staff will have access to clear information about emergency egress for those in need. This will be available in classrooms, all areas and upon request.</p> <p>H&S review documentation will comment on areas of weakness and actions to be undertaken. Actions will be completed as necessary.</p> <p>Policy will have been disseminated and staff will be clear about</p>
--	--	---	---	---	---	---

		to intimate care and wheelchair/ hoist (if necessary) use and risk assessments.	staff.			procedures.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Printing on appropriate, different colours, where necessary • We access support for partially sighted and blind learners through our school SEND support services. • Pictorial or symbolic representations • Verbal communication, where appropriate 	<p>Long Term:</p> <ul style="list-style-type: none"> - Training for staff to be undertaken. This will focus on communicating effectively with those experiencing difficulties (for example, Makaton, Dyslexia friendly communication etc and as deemed appropriate). <p>Medium Term:</p> <ul style="list-style-type: none"> - Training for key staff to be undertaken. This will focus on communicating effectively with those experiencing difficulties (for example, Makaton, Dyslexia friendly communication etc and as deemed appropriate). <p>Short Term:</p> <ul style="list-style-type: none"> - Regular monitoring of 	<p>Audit of current skill and known need to be undertaken. Research to be undertaken about how to effectively meet needs of wider school CPD to be sourced and provided.</p> <p>Audit of current skill and known need to be undertaken. Research to be undertaken about how to effectively meet needs of wider school CPD to be sourced and provided.</p> <p>Site Manager and finance will review</p>	<p>Inclusion Lead and SENCO</p> <p>Inclusion Lead and SENCO</p> <p>Head teacher</p>	<p>Summer 2024/ Autumn 2025</p> <p>Summer 2024/ Autumn 2025</p> <p>Summer 2024/</p>	<p>Staff will be able to draw upon a variety of communication strategies that will enhance the learning experience for students and impact on their learning. Students will make targeted progress and meet targeted outcomes.</p> <p>Staff will be able to draw upon appropriate communication strategies that will enhance the communication offered by key staff for all visitors.</p> <p>Pupils and visitors will demonstrate through feedback that they feel confident in communicating barriers to learning and access.</p> <p>The school will</p>

		<p>signage and the inclusiveness of signage to be undertaken.</p> <p>- Key staff will be clear about the services available (through the Local Authority, for example) for converting written information into alternative formats.</p>	<p>school compliance and develop strategy to address areas of weakness.</p> <p>Inclusion Lead to develop list of key support services that can be accessed quickly and easily.</p>	<p>and site manager</p> <p>Inclusion Lead</p>	<p>Autumn 2025</p>	<p>consistently meet all statutory requirements.</p> <p>The school will be able to provide information quickly and effectively in appropriate formats when requested.</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 Local Governing Board.

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 (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- 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	Mainly 1 storey but a lift is installed for access to KS2 hall with access key.	Ensure lift is maintained and serviced with any remedial works undertaken in a timely manner.	Site Manager/caretaker	Ongoing
Corridor access	Wide and accessible for wheelchair users.	Ensure that corridors are kept clear and unblocked	All staff	Ongoing
Lifts	Lifts available for those with mobility issues.	Ensure lifts are maintained and serviced with any remedial works being undertaken. Ensure that pupils are accompanied when using the lift and that appropriate risk assessments are completed	Site Manager/caretaker	Ongoing
Parking bays	Disabled parking available in the school car park.	Ensure availability of disabled parking spaces as required and that visitors know to contact main office for support with gate etc.	Office	Ongoing
Entrances	Main entrance is easily accessible. The area is paved and not overhung by plants and shrubs. There is a buzzer system to enter the grounds through the	Ensure areas are well maintained and do not become obstructed	Site Manager/caretaker	Ongoing

	main gate and office staff will make themselves available to support, if required.			
Ramps	Accessible ramps located into demountables on KS1 and KS2 playground. Ramp access also via front of KS1 building.	Ensure in good working order and state of repair. Free from obstructions.	Site Manager/caretaker	Ongoing
Toilets	Accessible toilet available on each floor, although the toilet in the hygiene room is more conducive to those requiring wheelchair access.	Ensure that toilet areas and entrances are clear and that emergency call systems work effectively and are regularly reviewed.	Site Manager/caretaker	Ongoing
Reception area	The reception area is accessible to wheelchair users. Staff are able to make themselves available quickly to provide support discretely if necessary.	Ensure Reception area is clear.	Office staff and Site Manager/caretaker	Ongoing
Internal signage	Meets statutory regulation	Continue to monitor compliance	Site Manager/caretaker	Ongoing
Emergency escape routes	Emergency escape is flat with wheelchair accessible emergency exits.	Regular review of call point and egress systems. Ensure fire exit and routes kept clear.	Site Manager/caretaker	Ongoing