

Whingate Primary School
Accessibility Plan

December 2023



Ratified by the Governing Body on: _____

Chair of Governors Signature: _____

Date of Next Review: _____ December 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.

We are 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.

We aim to:

- Increase access to the curriculum for pupils with a disability, medical condition, or other access needs.
- Improve the physical environment of the school to increase the extent to which pupils, staff, and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers, and other members of the school community.

Our plan will be made available online on the school website. A paper copy is available upon request.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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	Objectives State short, medium and long-term objectives	Timescale	Person responsible	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • Staff meet half-termly with the SENCO to review target setting. • The curriculum is reviewed to ensure it meets the needs of all pupils. 	<ul style="list-style-type: none"> • Enable staff to increase their knowledge and understanding of needs of all pupils and differentiating the curriculum through CPD opportunities (formal and informal). • Ensure staff are aware of specific needs of each individual pupil. • Make best use of technology to assist access to the curriculum. • Liaise as appropriate with previous settings and external agencies. • Ensure compliance with Equality Act 2010. 	<p>Ongoing</p> <p>During transition meetings</p> <p>Ongoing and as new programs are released</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Co Headteachers</p> <p>SENCO</p> <p>Staff</p>	<p>All policies clearly reflect inclusive practice and procedure.</p> <p>Provision set in place ready for when pupils start school.</p> <p>Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.</p>

<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • We create personalised risk assessments and access plans for individual pupils. • We liaise with external agencies, identifying training needs and implementing training where needed. • We ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. 	<ul style="list-style-type: none"> • Take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings. 	<p>As appropriate</p>	<p>Co Headteachers SENCO Business Manager</p>	<p>Evidence that appropriate considerations have been made wherever physical school improvements are carried out.</p>
<p>Improve the delivery of information to pupils, families and visitors.</p>	<ul style="list-style-type: none"> • Access arrangements are considered and put into place for statutory testing. • We liaise with external agencies to support the needs of our families. 	<ul style="list-style-type: none"> • Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible. • Create and offer information in alternative formats. 	<p>Ongoing</p> <p>As and when needed</p>	<p>Co Headteachers SENCO Staff</p> <p>Office Staff</p>	<p>All our pupils and their families have equal access to information provided by the school.</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 reviewed by the SENDCO and Business Manager and approved by the governing body.

5. Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils or staff with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is evaluated every 3 years as required in legislation and / or as children's needs change.
- The annual review is shared with staff.
- We make links with other schools to share best practice through Cluster meetings and other training events.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- Equality Statement and Policy
- Special Educational Needs and Disability (SEND) policy and SEND Action Plan
- Schools Medical Conditions Policy
- Fire Safety

Appendix 1: Accessibility audit

- The school is housed in 3 separate buildings – two being single storey and the school house two storeys.
- All entrances to the school are flat and most have wide doors, suitable for wheelchair access.
- The main entrance features a secure lobby and has a low reception hatch, this being fully accessible to wheelchair users.
- The school has dedicated disabled parking.
- There are disabled toilet facilities in all school buildings, these are fitted with a handrail and an emergency pull cord.
- The school has internal emergency signage and escape routes are clearly marked.
- Personalised evacuation plans are put in place as required.