

Accessibility plan

Whitchurch Combined School



Approved by:	Headteacher and Governing Body	Date: April 2023
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Last reviewed on:	April 2023
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Next review due by:	April 2025
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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.

Every child attending our school will have the opportunity to develop their full academic and personal potential in a caring, creative and stimulating environment in order for them to grow into citizens equipped for adult life.

To ensure we meet the needs of every child:

- We will provide work which will be suitable for children of all ages and abilities.
- We will expect high standards of behaviour and work. Children will be praised and supported whenever possible.
- We will encourage children to be helpful, have confidence in themselves, control their own behaviour and look after their school environment.
- We will make sure the children are happy, safe and are all treated equally and with respect.
- We will maintain communication with parents and get involved in village events.
- We will provide out-of-school activities which will give children the chance to improve their skills in a range of areas.

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.

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, including all staff and governors.

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

Access to the curriculum

Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To improve provision for pupils with SEND.	Audit of experience, training and confidence and CPD needed. Ensure all children have access to high quality teaching	SENCO	Annually in Autumn term	Audit Training and support
To improve the progress and participation for pupils with sensory and or physical difficulties	<p>SENCo with class teacher to develop SEN support plans</p> <ul style="list-style-type: none"> Provision mapping for children with sensory and/or physical difficulties. <p>Conduct sensory assessments for children suspected of having sensory difficulties. Identify adjustments that can be made. Make use of OT resource pack. Make referrals as necessary.</p> <p>Site manager to assess school grounds.</p>	<p>SENCo</p> <p>SENCo/Class teacher</p> <p>Site manager.</p>	<p>Annually in Sept</p> <p>Ongoing</p> <p>Annually reviewed termly.</p> <p>Ongoing</p>	<p>Pupil profile</p> <p>Provision map and observations</p>
To ensure smooth transition of all pupils with SEND	<p>Meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/behavioural / physical needs</p> <p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.</p> <p>Written annually</p> <ul style="list-style-type: none"> Transition of information to secondary and visits. 	<p>Class teacher</p> <p>SENCo</p> <p>SENCo</p> <p>EYFS TAs/</p>	<p>Annually Summer term annually</p> <p>Annually</p>	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.

	<p>Meetings with secondary staff. EYFS home visits.</p> <ul style="list-style-type: none"> • SEN list with links to professional info for teachers to have access to. • Pupil profiles <p>Regular safeguarding meetings to discuss children at risk.</p> <p>Secondary SEN days</p>	<p>Teachers</p> <p>DSL</p> <p>SENCo</p>		<p>Pupil profiles</p> <p>Meetings timetabled</p> <p>Minutes of safeguarding meetings</p> <p>Successful transition to secondary school.</p>
To improve the progress and participation / for pupils with cognition and learning difficulties.	<p>Identify interventions that are having an impact. Identify suitable alternative interventions as appropriate.</p> <p>Staff to discuss with SENCo children to be referred to cognition and learning advisory clinic.</p> <p>Identify children who would benefit from cognition and learning assessment. Use strategies suggested.</p> <p>Screen for Dyslexia using GL assessments.</p> <p>Use Lexia to support the reading and spelling difficulties. SENCO to monitor use and effectiveness.</p> <p>SENCO to make use of cognition and learning advise sessions and EP time each half term to discuss any concerns about children's cognition and learning. Feedback recommendations to staff and ensure that advise is followed.</p>	SENCo	Ongoing	<p>Interventions monitored and impact identified.</p> <p>Alternative interventions identified and training provided.</p> <p>Cognition and learning assessments conducted.</p>
To improve pupil voice for children with SEND at school	<p>Conduct pupil voice identify what is working well and what could be improved.</p>	SENCo	Ongoing	<p>Pupils with SEND will have opportunity to express how they are feeling in school.</p>
To improve the progress for children with communication and language difficulties	<p>Language link screening carried out in Autumn term. Children flagged with significant concerns are then assessed by SALT and referral is made to NHS SALT. Support throughout the year from SALT. Language link interventions monitored.</p> <p>Children with speech sounds difficulty screened using Speech</p>	SALT, SENCo,	Autumn term annually.	<p>Development of SALT across school through training.</p> <p>Provision map</p>

	<p>Link. Referrals made to NHS SALT as required. Assessment also carried out by SALT who will then plan appropriate interventions. Monitored and supported throughout the year by SALT and SENCO.</p> <p>Staff identify children who would benefit from SALT support. Initial assessment from SALT. Targets and interventions put in place. Training for TAs on how to deliver. Review by SALT.</p> <p>SENCO liaise with ASD specialist teacher and seek support from advice sessions as required. Feedback to staff and ensure that recommendations are followed.</p>	<p>SALT SENCo Class teacher TAs</p>	Ongoing	SALT provision in class.
To improve the attainment and participation of pupils with social, emotional and mental health difficulties.	<p>Make use of Boxall profile to identify children with social, emotional and mental health difficulties. Use the profile created to create targets for children. Use the resources provided by the Boxall profile to create an appropriate intervention.</p> <p>Provide access to a safe, quiet place for children who have social, emotional and mental health needs (the Snug)</p> <p>Monitor effectiveness of The Snug and adapt the space as required.</p>	<p>SENCo Class teachers</p>	Ongoing	Improved outcomes for children with SEMH.

Access to the environment

Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
For all staff to be aware of the access needs of disabled children, staff, governors and parents/carers	Create access plans for individual disabled children as part of the IPP/ Provision Mapping process.	SENCO	As required	SEN support plans and provision maps are in place for

and how best to meet their needs	<p>Staff are made aware of the needs of individuals as required.</p> <p>A member of SLT is available to meet prospective pupils and their parent/s / Carer/s, at which point any needs can be discussed, appropriate e.g. pupil with physical needs</p> <p>Audit of school accessibility for all stakeholders conducted with parents and governors.</p> <p>Site manager and Headteacher to ensure school is well-maintained to prevent areas becoming inaccessible.</p> <p>Ensure staff and governors can access areas of school used for meetings</p>	<p>Headteacher/SLT</p> <p>Headteacher/SENCO</p> <p>Site manager Headteacher</p>		<p>disabled pupils, and all staff are aware of pupils' needs.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school.</p> <p>All staff & governors are confident that their needs are met.</p>
Layout of school to allow access for all pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	Head/Governors/Site manager	As required	Re-designed building is accessible to all.
Ensure all disabled people and children with SEN can be safely evacuated.	<p>Ensure there is a personal emergency evacuation plan for all disabled pupils. (none currently on roll)</p> <p>Ensure all staff are aware of their responsibilities in evacuation and aware of the relevant SEN information.</p> <p>Class teachers to be aware of responsibilities for any disabled people volunteering in school</p> <p>Ensure that all children have practiced evacuating the school in an emergency and that they understand the procedure.</p>	<p>SENCO to remind all staff</p> <p>Class teachers</p> <p>Class teachers and headteacher</p>	<p>As required</p> <p>ongoing</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire.</p> <p>There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people can be evacuated quickly and easily.</p>

Ensure there are enough fire exits around school that are suitable for people with a disability.	Ensure staff are aware of need to keep fire exits clear.	All staff/Headteacher	Daily	All disabled personnel and pupils have safe exits from school.
Ensure accessibility of access to IT equipment	Liaise with specialist teachers on information with regard to hardware or software requirements.	SENCO and ICT co-ordinator	Ongoing as required	Hardware and software meeting the needs of children as appropriate.

Access to information

Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	<i>Person responsible</i>	<i>Date to complete actions by</i>	<i>Success criteria</i>
To ensure appropriate adaptations are made for children with visual/hearing impairments.	Check requirements of EHCPs are fulfilled. Audit to be carried out. Liaise with specialist teachers re accessibility.	SENCo	ongoing	Children to be as independent as possible in the school environment.
To ensure school communication is accessible to parents with EAL or learning difficulties.	Audit to be carried out Liaise with parents to gain their views Make adaptations as appropriate	Headteacher/SLT	As required	Parents will be able to engage with school information and feel more confident supporting their

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4. Monitoring arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Headteacher 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 (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy