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# **Accessibility Plan**

**Date: December 2022**

**To be reviewed: December 2025**

WHIPTON BARTON FEDERATION PRIMARY POLICIES

VERSION CONTROL SHEET

**POLICY NAME: Accessibility Plan**




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<b>Document date</b>	<b>Filename</b>	<b>Meeting submitted</b>	<b>Summary of changes required</b>
Sept 2014	Accessibility Plan	September 2014 FGB	New policy
Dec 2021	Accessibility Plan		Review plan added aims, actions
December 2022	Accessibility Plan		No changes

## **Accessibility Plan**

### **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.

Whipton Barton Federation aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Whipton Barton Federation we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Whipton Barton Federation we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This Accessibility Plan will be made available online on the school website, and paper copies are available upon request.

Whipton Barton Federation 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **Legislation and Guidance**

This document meets the requirements of section 69 of the Children and Families Act 2014, 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.

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice says children have a learning difficulty or disability if they:

-  have significantly greater difficulty in learning than the majority of children of the same age; or
-  have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions;
-  are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because their first language is different from the language in which they will be taught.

Whipton Barton Federation has adopted this Accessibility Plan in line with the school's SEND Information Report with the aim of ensuring that the school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our SEND Information Report outlines the school's provision for supporting pupils with Special Educational Needs and disabilities (SEND). This Accessibility Plan, in conjunction with our SEND Information Report explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and provides an outline of how the school will manage this part of the SEND provision.










At Whipton Barton Federation we are committed to the provision of equal opportunities for all students, staff and parents as outlined in the Equality Act 2010, so that we meet the Disability Equality Duty. All children wishing to attend will be considered for a place regardless of disability. The school will respond, wherever possible, with reasonable adjustments to meet special requirements for children with disabilities, the provision of appropriate materials, equipment and facilities.

### **Action Plan**

This action plan sets out what we believe is current good practice and what the aims of our accessibility plan are in accordance with the Equality Act 2010.

Current good practice includes:

#### Increased access to the curriculum for pupils with a disability

-  Our school offers an adapted curriculum for all pupils, according to their level of need.
-  We use resources tailored to the needs of pupils who require support to access the curriculum.
-  Curriculum progress is tracked for all pupils, including those with a disability.
-  Targets are set effectively and are appropriate for pupils with additional needs.
-  The curriculum is regularly reviewed to ensure it meets the needs of all pupils.
-  Staff training is offered to all staff to build awareness of different needs and disabilities.
-  Staff work effectively with outside agencies to ensure that an appropriate level of expertise is accessed to help teachers plan for children with additional needs.
-  All staff endeavour to work effectively with parents so that everyone understands the additional needs of pupils.
-  Learning walks are carried out regularly to ensure that good practice is upheld at all times for children with additional needs.

- 🌍 The school's anti-bullying policy, strong SMSC curriculum and overall ethos supports tolerance, respect and kindness for all pupils and shapes the learning environment of the school.
- 🌍 Early identification of additional needs and support tailored to those needs across the school.
- 🌍 Attendance for children with additional needs and other vulnerable learners is closely monitored to minimise impact on achievement.
- 🌍 Curriculum resources include examples of people with disabilities.

#### Improve and Maintain Access to the Physical Environment

- 🌍 Corridors are of an acceptable width and are free of clutter.
- 🌍 There is an accessible toilet.
- 🌍 There is an elevator to get to the first floor and an elevator to get to the second floor.
- 🌍 There are a range of access points that are accessible for people with mobility difficulties or those who use a wheelchair.
- 🌍 Classroom and library shelves are at a wheelchair accessible height.

#### Improve the delivery of Information to pupils and parents with a disability

- 🌍 Total communication approach
- 🌍 Widget symbols and visual supports used across the school building.
- 🌍 Large print resources available as needed.
- 🌍 Braille resources will be made available as needed.
- 🌍 Use of interpreters or readers for parents and children who have EAL or literacy difficulties.
- 🌍 School works with and seeks advice from other services and professionals

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the Federation in a number of areas and actions to increase accessibility for pupils with SEND. Progress as a result of these measures will be updated annually and reported to the governing body.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Teaching and Learning:  Increase access to the curriculum for pupils with a disability	SENDCo to meet with Teachers and SLT to: *Analyse engagement in the curriculum and performance of SEND pupils *audit training needs of teaching and support staff.	Monitor progress and attainment, feedback to teaching staff and monitor if the provision is improving outcomes.  Identify priority areas and training needs for staff.	SEND governor to meet with the SENDco – review access to the curriculum and actions taken.	SEND Governor to complete Link Governor Visit Form with action points.	SENDCo to review accessibility of curriculum and monitor impact on pupil outcomes across the Federation and over time.	Resources / practices are tailored to the needs of pupils who require support to access the curriculum.  Pupils are achieving personal targets and expected outcomes.
School Infrastructure:  ICT	Continually review ICT equipment and software in line with pupils' needs.	Identification of barriers to learning which can be improved with ICT.	To monitor pupil outcomes and seek advice from other professionals / services to identify areas of development that could enhance accessibility.	Pupils can participate in learning using ICT, which is appropriate to their specific needs.	Continue to update technology in line with latest developments and best practice.	To have specific equipment and software to meet the needs of individual pupils with SEND.
Federation Infrastructure - Environment:  Improve and maintain access to the physical environment			Maintenance programme and risk assessments undertaken in line with recommendations.	Safe, compliant and accessible environment for pupils, staff and visitors/parents.	Investigate replacing steps in school with ramps or providing entrances with easier accessibility.	

### **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 Governing Body and Executive Headteacher.

### **Links with Other Policies**

This Accessibility Plan is in conjunction with 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 and disability (SEND) Information Report
- Supporting Pupils with Medical Conditions Policy