



The Whiteoak Academies of Hannah More Infants and Grove Juniors

“Planting dreams. Nurturing hearts. Growing minds.”

Accessibility Plan
Policy

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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. In line with our equality statement:

The Whiteoak Academies are committed to considering the impact of this policy on equality and the possible implications for pupils and staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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 and works in partnership with the Lighthouse Schools Partnership Multi Academy Trust.

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.

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.

Part 1: The physical environment.

Aims	Current Good Practice	Intended Outcome	Actions Required	Timescale	Responsibility	Success Criteria	Monitored
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities including a mechanical medical bed if required and shower and washing facilities. • Library shelves at wheelchair-accessible height 	<ul style="list-style-type: none"> • Working towards provision of enhanced compliance with building regulation guidelines. • The school building and playground include multi-levels – consider the need for additional ramps in all future building projects. 	<ul style="list-style-type: none"> • Inclusion of accessibility requirements as part of Health & Safety walks. • Consider layout of classrooms e.g. positioning of furniture, to ensure fair access to all. • All buildings to be compliant with most recent accessibility guidelines. • Continue to review emergency evacuation routes and personal evacuation plans for any staff, pupils or visitors with disabilities. 	<p>Ongoing</p>	<ul style="list-style-type: none"> • LGB • Business Manager • SENDCo 	<p>Premises compliant with legislation and accessible to all.</p>	<ul style="list-style-type: none"> • Headteacher • Business Manager • Site and Finance Governors

Part 2: Curriculum and Enrichment

Aims	Current Good Practice	Intended Outcome	Actions Required	Timescale	Responsibility	Success Criteria	Monitored
<p>Increase access to the curriculum for pupils with a disability.</p>	<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 • The curriculum is reviewed regularly to ensure it meets the needs of all pupils 	<ul style="list-style-type: none"> • Appropriate support for all pupils ensuring inclusive teaching and learning. • Resourcing prioritised to meet needs inc. staff CPD. • Reflective pedagogy by all staff to ensure innovative and appropriate equipment, scaffolding and support for all pupils. 	<ul style="list-style-type: none"> • Monitor and analyse curriculum progress for all pupils including those with disabilities • Provision of an inclusive, differentiated and accessible curriculum for all pupils. • Extend resources and appropriate aids to support a variety of learning needs and styles. • Continuous CPD for staff. • Curriculum leads to consider needs when ordering resources. • Planning for clubs and educational visits to ensure these are accessible to all. 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Headteacher & SLT • Class teachers • SENDCo • Educational Visit Leader • Play leaders. • Outside agencies as required 	<ul style="list-style-type: none"> • All pupils will be enabled to make good personal progress. • High levels of participation in all activities. 	<ul style="list-style-type: none"> • Headteacher & SLT • Pupil Progress Meetings • Local Governing Board. • SENDCo

Part 3: Communication

Aims	Current Good Practice	Intended Outcome	Actions Required	Timescale	Responsibility	Success Criteria	Monitored
<p>Improve the delivery of information to pupils with a disability.</p>	<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 • Pictorial or symbolic representations where required. 	<ul style="list-style-type: none"> • Appropriate support for all pupils ensuring inclusive teaching and learning. • Resourcing prioritised to meet needs inc. staff CPD. 	<ul style="list-style-type: none"> • Respond positively and sensitively to all users with accessibility requirements. • Publicise school policies in relation to accessibility. 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Headteacher & SLT • Class teachers • SENDCo • Educational Visit Leader • Play leaders. 	<ul style="list-style-type: none"> • All pupils will be enabled to make good personal progress. • High levels of participation in all activities. • Open channels of communication with all stakeholders, e.g. staff, pupils, parents. LGB. Trustees etc... 	<ul style="list-style-type: none"> • Headteacher & SLT • Pupil Progress Meetings • Local Governing Board. • SENDCo

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 Local Governing Board.

5. Links with other policies

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

- 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
- SEND Policy – Light House Schools Partnership.
- SEND Policy – The Whiteoak Academies.

Date adopted by Governing Body: 30th March 2021

Date to be reviewed by the Governing Body: March 2024

Appendix 1: Accessibility Audit – Completed Dec 2020

Feature	Description	Actions to be taken	Responsibility	Deadline
Access to classrooms and communal outdoor areas.	Both school sites are on 'split level' and accessibility is via ramps and alternate routes.	Maintenance of routes and ramps by caretaker or outside contractors if deemed necessary.	All staff to notify Caretaker of any problems or repairs required.	Weekly checks by Caretaker. Daily checks by staff using routes.
Signage	There is a variety of signage for toilets and exits.	Consider if more signage should be introduced.	Business manager during Health and Safety Walk.	Every Health and Safety Walk.
Disabled parking bay	School has one bay available at the front of the school, close to the pedestrian gate with adequate space for the driver door to be opened and the boot for wheelchair access.	Staff reminded to keep the space clear	All staff	Daily.
Entrances	* School main front entrance with ramp, with low level intercom for wheelchair access. * Several playground entrances with a ramp. * Classrooms can all be entered via ramps but not always by both doors.	Maintenance of routes and ramps by caretaker or outside contractors if deemed necessary.	All staff to notify Caretaker of any problems or repairs required.	Weekly checks by Caretaker. Daily checks by staff using routes.
Ramps	Various external ramps enable access to all parts of the school.	Maintain ramps and handrails.	All staff to notify Caretaker of any problems or repairs required.	Weekly checks by Caretaker. Daily checks by staff using routes.
Toilets	Adequate access to toilets.	Cleaning and maintaining to prevent slip hazards from excessive water spills.	Cleaners / Caretaker / School Business Manager.	Daily.
Reception Area	Low level access to Reception area, including low enquiry window / hatch.	Keep clear of obstructions such as deliveries and equipment awaiting collection or dissemination.	Cleaners / Caretaker / School Business Manager.	Daily.
Emergency escape routes	Emergency escape routes are signposted accessible and easy to open.	Keep areas clear of obstruction so that wheelchairs can be used and check mechanisms weekly.	Caretaker / School Business Manager.	Weekly.

